

ELSA YOUNG LEADERS

Guidebook to Facilitating Leadership Training and Youth Development Programs

Dear EYLC Program Partners,

It is the desire of the EYLC program that the learning and growth of the students continue beyond the four-day ELSA Young Leaders Camp. While the camp was successful in inspiring and empowering your students to recognize their leadership potential, we know that this process is a continuous one and should not stop at just a handful of your students.

We believe in the importance of continuing programs that develop our young leaders and we feel that it is even more important that this work extends to benefit a greater number of young leaders in your school.

We encourage you to conduct your own version of the ELSA Young Leaders Camp in your school. This guidebook was developed as a tool and reference as you set out to continue the work of developing young leaders. We encourage you to share this knowledge to your colleagues and members of your school or community.

We would like to extend our deepest appreciation to you and to your school for your continued support for ELSA and the EYLC program.

Mabuhay!

EYLC Program Team

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Education and Livelihood Skills Alliance: Program Overview

The **Education and Livelihood Skills Alliance (ELSA)** is a multi-stakeholder partnership that seeks to create and expand school and community-based learning and employment programs for the young people of ARMM.

In-School Youth Engagement: Nurturing Servant-Leaders for Mindanao

The **In-School Youth Engagement Program** is a youth leadership development program developed by Ayala Foundation for public high school student leaders in the Autonomous Region of Muslim Mindanao (ARMM), particularly in the provinces of Maguindanao and Lanao Sur.

The program provides leadership training through the ELSA Young Leaders Camp (EYLC) and conducts various post-training activities that inspire and nurture the youth to become vision-driven servant leaders and active, responsible citizens serving their communities and the country.

The program aims to create opportunities for student leaders to actively involve themselves in meaningful socio-civic activities, cultivate among them the spirit of volunteerism, as well as the capacity for collective action in responding to national and local issues faced by their generation.

By developing their leadership potentials and encouraging them to work together, these young leaders can pursue peace-building and social development initiatives with much self-confidence, and promote good governance and active, responsible citizenship in their localities with great passion.

The program equips young leaders with the necessary tools for them to effectively engage themselves in community and nation building by developing their capacity to lead and work with others in coming up with creative solutions to problems and issues that confront them.

The leadership camp serves as the springboard that instills in our participants the skills of self-awareness, trust, cooperation, collaboration, problem-solving, visioning, and concern for community based on the framework of servant-leadership. Skills training on project management and internet literacy are given after the camp with an opportunity to implement their own community or school based project through small grants.

Throughout the process, the program builds on the support of local school officials and institutions in creating opportunities for young leaders to actively contribute to making a positive change in their communities.

The ELSA Young Leaders Camp

ELSA Young Leaders Camp (EYLC) is the keystone activity of the **In-school Youth Engagement Program** which brings together promising public high school student leaders from Autonomous Region in Muslim Mindanao to a unique leadership camp that helps them gain greater sense of awareness and appreciation of their personal gifts, potentials and limits as well as their leadership values and principles.

The training promotes teamwork and aims to help student leaders obtain a clearer and more concrete perception of their vision, goals and aspirations for themselves and their communities. Through the camp, young leaders will have the chance to interact and learn from peers as well as from outstanding leaders of different sectors who will share insights from their own rich leadership experiences and challenges

This unique high school leadership program builds on a special, innovative modules consisting of learning games, structured learning exercises and interactive approaches that are responsive and appropriate for young people of Mindanao, incorporating both culture and gender sensitivity. Its leadership framework centered on value-based and service-oriented leadership. The methodologies of the program are specialized incorporating elements of fun, interaction and reflection into its experiential, adventure learning style. The science and art of this year's camp is captured in the diagram found on the next page:

After the EYLC, student leaders are grouped into clusters based on geographic location and are encouraged to participate in various follow-through activities that build on their learnings, insights and skills gained and developed during the Camp. These activities will provide the student leaders the opportunity to learn more about current issues on both local and national levels, and acquire and develop the necessary skills to effectively respond to these issues.

Moreover, it will create venues for youth leaders in Mindanao to interact with each other, as well as with youth leaders from other parts of the country, and if possible , the world, with the end in view of creating a wide network of youth leaders interacting with one another, in addressing youth and global issues. Post camp activities include learning sessions on project management, resource mobilization, alliance building and networking, use of computers and the internet, as well as multi-cultural interfaith dialogues, internships with local NGOs on peace-building and a small grants window for community projects run and managed by alumni of the Camp coming from the same are or municipality.

The dream is that these programs will develop over the long term a national corps of vision-driven leaders and active, responsible citizens serving their communities and the country.

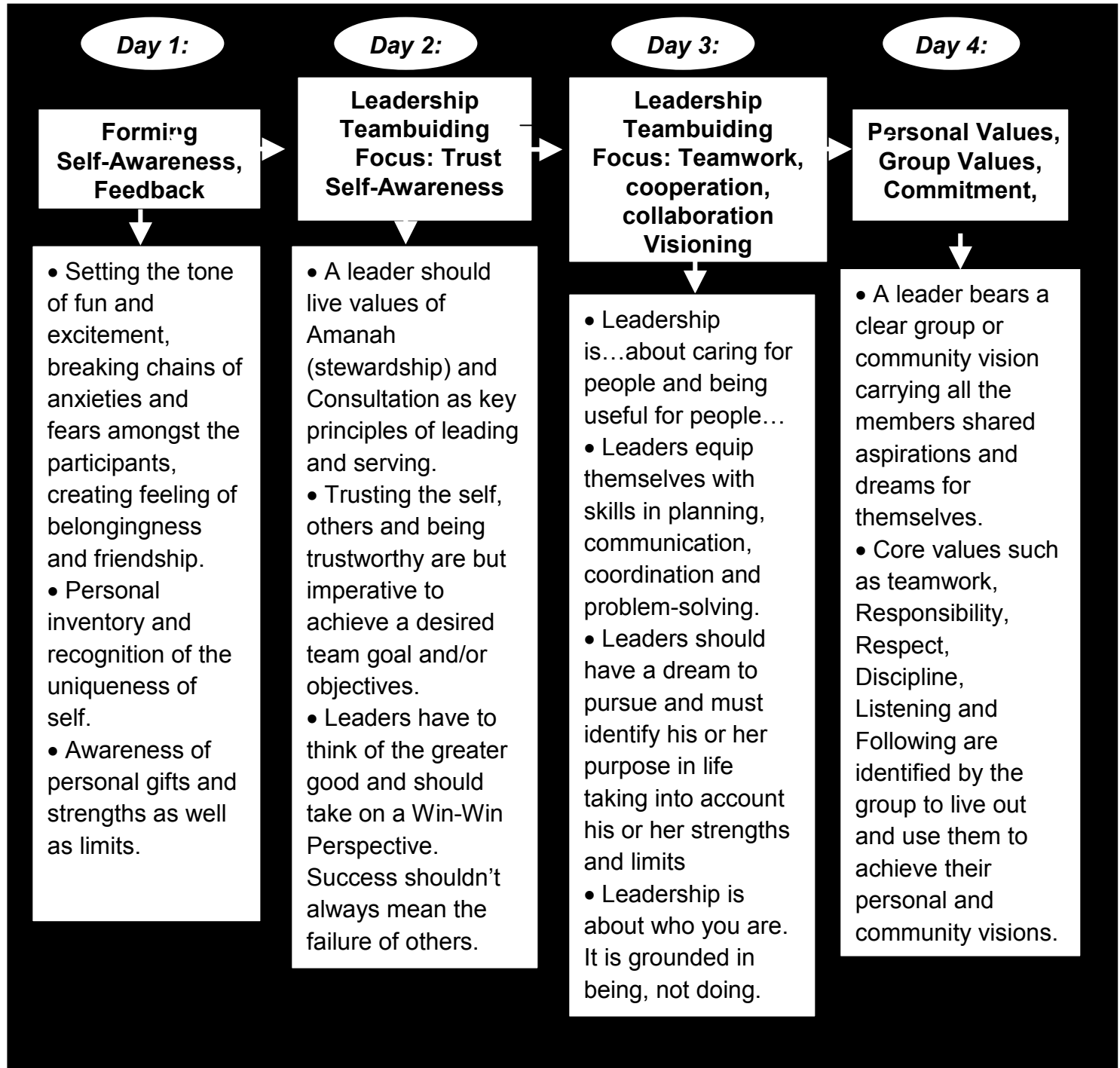
EYLC Program Goals and Objectives

By the end of the program, all the participants will be able

- To reflect and gain greater awareness and appreciation of their gifts, potentials and limits, leadership values and principles.
- To share and disclose himself with trust to fellow leaders.
- To articulate clearly their vision, goals, and aspirations for themselves and their communities and identify steps to achieve it.
- To work more effectively in a team or group through their knowledge of cooperation and collaboration.
- To take a more valuable and effective leadership role in achieving shared goals of a group



Process Flow



Content Flow

The first day of the program typically proceeds according to the schedule and flow below. Based on the framework, the whole of the first day is spent on, introductions, breaking the ice, setting the tone of the camp, building the group, and beginning to become aware and discover of one's self.

EYLC: DAY ONE	
8:00 AM	Arrival & Registration Breakfast *Tour of the Camp Venue (for the teachers, principals, chaperones)
10:00	Welcome & Orientation (plenary) Introduction of Camp Organizers, Welcome Games, Introduction to EYLC
11:00	Session 1: Full Value Contract (workshop) Expectation Setting, Phantom Feedback, Full Value Contract
12:00	Reflection & Prayer Time
12:30	Welcome Lunch
1:30 PM	(plenary) FVC Team Presentations
2:00	Boy-Girl Talk
2:30	Session 2: Islamic Leadership (plenary) Islamic Leadership Talk, Open Forum (workshop) Group Discussion, Journal Writing
3:30 Break	Reflection & Prayer Time
4:00	Session 3: Self-awareness (plenary) Johari Window, Light & Shade
5:45	Reflection & Prayer Time
6:30	Dinner
7:30	Continuation of Session 3 (workshop) Life Journey
10:00	Lights Out

The second day builds on the learnings and discoveries of the previous day. The concept of servant leadership is introduced with an emphasis on the “self” as the leader’s most important tool. The concept of trust is introduced with activities that aim to bring the group closer together and breakdown barriers. With trust as the foundation, the group is given challenges that allow them to use teambuilding skills with fellow participants. The day ends on a reflective note with a deeper sharing of their life journey or a boundary break activity.

EYLC: DAY TWO

7:00 AM	Breakfast
7:45	Morning Game (plenary) Recap of Day 1 by Officer of the Day, Journal Writing
8:30	Session 4: Servant Leadership (plenary) Servant Leadership Talk, Open Forum (workshop) Group Discussion, Journal Writing
10:00	Session 5: Trust (plenary) Safety and Proper Spotting (workshop) Cookie Machine, Trust Fall
11:30	(workshop) Group Discussion, Journal Writing
12:00	Reflection & Prayer Time
12:15	Lunch
1:30 PM	Session 6: Teamwork (plenary) Playing to Win, Team Connection, Chaos, Arm Wrestling
3:00 Break	Reflection & Prayer Time
3:30	Continuation of Session 6 (peak experience) Helium Hoop (two groups), Toxic waste (two groups)
5:45	Reflection & Prayer Time
6:30	Dinner
7:30	Session 7: Self-Discovery (solo time) Solo Walk, Boundary Break (two groups)
10:00	Practice for Cultural Presentation
11:00	Lights Out

The third day attempts to take the group to a higher, more difficult level with the challenges given. With Vision as the focus for the day, participants are challenged to see themselves in the future and paint what they desire for their community years from now. To guide them through the reflection process, speakers are invited to share their stories as well. The vision is supported by values that they will carry with them as a group to realize their dreams. The day ends on a high note with the cultural presentation and more sharing among participants

EYLCL DAY THREE	
7:00 AM	Breakfast
8:00	Morning Game (plenary) Synthesis of Day 2 by Officer of the Day, Journal Writing
8:30	Session 10: Leaders in Action (plenary) Leadership Panel Discussion, Open Forum
10:30	Session 8: Vision (plenary) Personal Vision Exercise (workshop) Group Discussion, Journal Writing
11:30	Reflection & Prayer Time
12:15	Lunch (Monk's Meal)
1:30 PM	Film show: ARMM for a Better Tomorrow (cluster group) Community Vision Exercise, Group Discussion
3:00 Break	Reflection & Prayer Time
3:30	Session 9: Group Values (cluster group) Five Values, Definition, Blocks (plenary) Vision sharing
4:30	Pipeline
6:00	Reflection & Prayer Time
6:30	Dinner
7:30	Session 11: Feedback (plenary) Carousel
9:30	Cultural and Fellowship Night
11:30	Lights Out

By the end of three days, the participants are ready to commit themselves to the task required of leaders from EYLC, to continue to improve themselves and to make a difference when they return to their schools and communities. Through the letter writing activity, the participants identify specific commitments they will make and share this to the group.

Being the last day, the participants have the chance to give feedback to each other in the spirit of friendship and are given the final blessing before going home.

EYLC: DAY FOUR	
7:00 AM	Breakfast
8:00	Morning Games *Servant Leadership Workshop for Mentors (for the teachers, principals, chaperones)
8:30	(workshop) Phantom Feedback
9:30	(workshop) Letter Writing: My personal commitment, Group Discussion
10:30	Graduation Rites
11:30	Blessing and Send-off
	Departure

The program may run for four consecutive days similar to the flow presented or it may also be implemented on a staggered basis over the span of **at least two weeks but not over one month**. There are pros and cons to each option. Select which one will work best in your school given the following considerations:

- Safety and security of participants
- Availability of resources, facilities, and logistical needs
- Schedule and calendar of the school
- Support and commitment from your stakeholders

SERVANT LEADERSHIP FRAMEWORK

Traditional leadership models define leadership based on power, position, and authority. However, the EYLC program seeks to promote the idea that power, position, or authority are not necessary in leadership. What is most important is the desire to serve others.

The framework that serves as inspiration for the EYLC program is based on the idea of Servant Leadership. This section aims to provide you with a firm grounding on the idea of servant-leadership. An understanding of this concept is important as you set out to develop leaders in your schools.

***...the feeling that one wants to
serve first...***

Leadership Questions

Do my students have leadership potential?

Can my students really become leaders?

What kind of leaders do we want to develop?

What kind of leadership do I want to develop in my students?

What kind of leadership is needed in our country today?



Recognizing Leadership Potential

The questions above are some of what we have encountered working in the area of youth leadership development. These may also be some of the questions you are thinking of. One of the most important mindsets that you need to have as you set out to develop your own leadership program is the belief in the leadership potential and gifts of your students.

Recognizing that each one of your students—from the most quiet to the most active—has innate leadership potential is key. This attitude is one that you need to carry as you set out to facilitate their growth and learning.

How do I know whether my student has potential? Simply observe how this student behaves inside and outside of the classroom? How does this person relate to his/her peers? To teachers? Can this person be tasked to accomplish things reliably? What seems to motivate this person? What is this person's attitude towards school, friends, family?

Remember, everyone has the capacity for leadership because leadership is a skill and behavior we can exercise in any situation simply by developing who we are.

Ano ang iyong mga katanungan o naiisip tungkol sa leadership? Tungkol sa leadership ng iyong mga estudyante?

How would you answer the questions listed on the previous page?

The following is an excerpt from the reflection given by Mr. Simon C. Mossesgeld on Servant Leadership during the EYLC.

Let me start my sharing by telling you a story. This is the story of a man who goes on a journey together with a group of other people. A servant named Leo accompanies the group and he maintains and supports the group with his spirit, warmth and gentle service through all the difficulties and hardships of the journey. Unfortunately, one day Leo disappears. His disappearance affects the group very badly. It falls into disorder and the journey breaks up.

Years later, the man is accepted into the Order that had sponsored the journey. There he meets Leo again and discovers that Leo, whom he had known as a servant, is the head of the Order, its guiding spirit, a great and noble leader.

*This is the story told by the narrator and main character in the book, *Journey to the East*, by Herman Hesse. Many years after the book was published, Robert K. Greenleaf read the book and it helped him to realize that “the great leader is first experienced as a servant to others.” Great leadership begins with a servant’s heart. The great leader’s motivation is a deep desire to help others; his joy is serving others.*

*In 1970, Greenleaf published an essay, **The Servant As Leader**, and in it he defined the servant-leader:*

“The servant-leader is servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant--first to make sure that other people's highest priority needs are being served.”

The essay influenced and inspired many and today, servant-leadership is practiced in many institutions. Even from an Islamic perspective, one of the primary roles of a leader is that of servant-leader, according to Professors Rafik Issa Beekun and Jamal Badawi, authors of the book, Leadership: An Islamic Perspective.

I would like to share with you some of the characteristics a of servant leader, using the ideas of another author, James A. Autry who wrote the book, The Servant Leader:

“Leadership is about caring for people and being useful for people letting go of ego, being your best and most authentic self building a community at work creating a place in which people can do good work, can find meaning in their work, and can bring their spirits to work.. . . Leadership requires love.”

*The most important “tool” of leadership is your self. Chris Lowney, in his book Heroic Leadership writes, “**Leadership is about who you are...It is not an act but a way of living.**” Peter Senge writes similarly, “Leadership is grounded in being, not doing.”*

*As a leader, you must know yourself well. This is called **self-awareness**. Know and appreciate your abilities. You must, however, at the same time acknowledge and understand your weaknesses and limitations. Develop your capacities and potential. These have been given to you to serve others. Developing your capacities and potential because people are more likely to follow a knowledgeable and competent leader. However, remain humble. Avoid pride and arrogance.*

Self Awareness...Sino Ako?

Develop correct principles and values because these serve as your moral compass that will guide you in all that you do. Live your life according to these values and principles. Because values and principles flow from our religion and spirituality, you must grow in your own faith and spirituality. You must become a better Muslim or a better Christian as the case may be.

Vision...Ano ang hinahangad ko?

You must also have a great dream you want to come true. This great dream is vision. Vision is a direction, a clear picture of a compelling future that you want to create and will put all your effort to achieving.

According to author John C. Maxwell, vision “leads the leader. It paints the target. It sparks and fuels the fire within, and draws him forward. It is also the fire lighter for others who follow the leaders...” Warren Bennis, University of Southern California professor and one of the most respected writers on leadership writes, “In the twenty-first century, we will need leaders who ... have a vision, dream, mission ...”

There are two kinds of visions. One is personal—what you want and create for yourself in the future. You must know what is the direction in life you wish to take. You must also have a clear organizational or community vision—the future that you, together with others, want to create for your organization or your community or later on, even your province, region and country. A group vision must reflect all the members shared aspirations and dreams for themselves.

You must take the necessary steps to make your personal and the group vision come true. It is difficult to make a vision come true. You must never lose hope and remain positive at all times, like the great prophet Mohammed, may peace be with him. He called for a new order and amidst all challenges and difficulties, worked hard to achieve it with firm conviction.

You have the responsibility to communicate the organizational vision to your members, inspire others with it and ensure that together you will make the vision come true.

*To have a strong clear vision, you must have **great passion and desire**. It is only those with great passion and desire who can have vision, lead others and create change. Not all tasks—even leadership ones—are complex and challenging, but you must accomplish anything you do with great passion and a commitment to excellence.*

Passion...Commitment

You have many God-given abilities and potential. As a leader, you have the responsibility to know how and where you can best serve using them with joy even in the midst of challenges and difficulties. To find how and where, you need not only realistic self-knowledge but also a deep understanding of the situation in your school, your community, your province, region and country. This will help you decide where you can use your abilities to serve and do something meaningful and concrete.

“There are all different kinds of voices calling you to all different kinds of work. The challenge is to find which is the voice of God rather than society, ego or self interest...The place God calls you to is where your deep gladness and the world's deep hunger meet.”

Saan ako tinatawag maglilingkod?

Because your self is your most important tool as a leader, you must continuously improve yourself. According to Professors Beekun and Badawi, the Islamic moral character requires that leaders emphasize five key factors, one of which is the struggle towards self-improvement. You must therefore on a regular basis reflect, refocus and reconnect with you who are, your basic purpose, your values and principles, your personal and organizational vision. Then, if necessary, you must get back on track. A Sufi story illustrates the importance of self-improvement.

*The Sufi Bayazid says this about himself:
I was a revolutionary when I was young
And all my prayer to God was,
“Lord, give me the energy to change the world.*

*As I approached middle age and realized my life was gone
without my changing a single soul,
I changed my prayer to,
“Lord, give me the grace to change all those
who come in contact with me. Just my family and friends
And I shall be satisfied.”*

*Now that I am an old man and my days are numbered,
My one prayer is, “Lord, give me the grace to change myself.”
If that had been my prayer from the start
It would have made all the difference.*

*Paano ko mapapabuti ang aking
sarili para makapaglingkod ako
nang mas mabuti?*

“Leadership is about caring for people and being useful for people Leadership requires love.”

Prof. Lingga mentioned that **stewardship** is an Islamic value that is important in being a leader. As a leader, you must take care of what has been given to you by God. How can you practice stewardship as a leader? The first way is by caring for and loving your members or followers. How can you, as a leader, express caring and love for your members?

Caring starts with valuing people as they are. Everyone is valuable and important, even those who seem to contribute very little. Accept, respect and understand others. Never reject others as persons. But you must require them to be and give their best in a way that never rejects them. Do not settle for mediocrity or second-best,

Understand the needs of those you serve. Have empathy—the ability to place yourself in their shoes. Listen to them well. **The true natural servant automatically responds to any problem by listening first.**

Help those you serve grow as individuals. Be the first one to help them develop their own abilities and potential. Use your power to help them become better. Give them opportunities to grow. Do not do things for them. Instead, teach them how to do things for themselves.

Persuade and influence through personal example. Practice what you preach. A wise old man once advised that the best three ways to teach are: One, through example; two, through example and three, through example. Persuasion and influence are more powerful and long-lasting than coercion or forcing others to follow you through fear and threat.

Pagmamahal sa pinaglilingkuran

Share information, knowledge and skills. Consult others. Ask for and listen to their ideas and suggestions. Prof. Lingga explained that **consultation is an Islamic value that is important in leadership**. Mr. Zafar Bangash, Director of the Institute of Contemporary Islamic Thought, writes that Shura (mutual consultation) is a Qur'anic command. The prophet Mohammed, peace be with him, consulted his companions on all important matters. Encourage initiative. Involve relevant others in accomplishing the work, including decision-making. Be a coach and facilitator. Make your members active.

Involving members builds their self-confidence. As the saying goes, "A good leader inspires others with confidence in him; a great leader inspires them with confidence in themselves."

Trust is very important in both personal and work-related relationships. Without trust, very little can be accomplished even if you are very competent and have very good intentions. If you value your members, listen to and understand them, help them become better, you will be trusted.

By doing all of these, you will act as a good steward. You will take good care of the people under your leadership and help them achieve their full potential. You will be a blessing to them and help them become better than they would otherwise be. You will pass Greenleaf's test for servant-leadership:

"The best test, and difficult to administer, is: do those served grow as persons; do they while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?"

"Leadership is building a community at work creating a place in which people can do good work, can find meaning in their work, and can bring their spirits to work. . . ."

Build a Community of Support, Trust, and Care

We all experience caring, growth, and a shared responsibility for common aspirations and for each other in a community. Our family is an example of a community. As a servant-leader, build a sense of community among members of your organization. Having a common organizational vision is part of building community. So is having common values and principles that all share and practice.

Build team spirit. Promote teamwork in which contributing to the effort is more important than position. Help members to use their knowledge and competence in the organization so that they can do good work and find meaning in doing it.

Leadership is everyone's business. Therefore, share your leadership. Know when to take the lead and when to stand aside and allow others to take on the leadership role. Sharing leadership is one of the clearest distinctions between the traditional authoritarian model and that of servant-leadership.

Sharing your leadership will give others opportunities to become servant-leaders themselves. You will pass Greenleaf's litmus test of servant-leadership: "do those served grow as persons; do they ... become ... more likely themselves to become servants?"

Servant-leadership is first and foremost a commitment to serving the needs of others so that life may become better. Any leadership that has this characteristic this is servant-leadership.

"I don't know what your destiny will be, but one thing I do know: The only ones among you who will be really happy are those who have sought and found how to serve."

*In what ways do I show Servant Leadership to my students?
Paano ko naipapakita ang servant-leadership sa aking mga estudyante?*

What areas do I need to improve on to be a better servant leader to my students?

***What factors help encourage leadership to develop in my students?
Mr. Simon C. Mossesgeld shares his reflection on conditions that will help nurture leaders***

Your Students

- Must develop right values and principles and live by them
- Must become better Muslims or Christians.
- Must know what gives them deep joy, satisfaction, and meaning
- Must have vision of their desired future: personal and organizational/community
- Must recognize skills and abilities, use them and strengthen them further.
- Must acknowledge and improve on weaknesses.

School Environment

- School-wide commitment and dedication to nurturing leaders.
- Development of leaders must be a primary goal of your school. Everyone from principal to staff must be involved in nurturing leaders.
- School must identify values it believes in and stands for; define them in behavioral terms
- Provide opportunities to study and discuss the values and to practice leadership: leadership is best learned by doing and making a real difference.
- Hold students accountable to act congruently with the values. Celebrate when your students live them out.
- School leaders must model the kind of leadership you want to develop in your student leaders.
- Make available leadership development modules/programs...tap the help of past EYLC participants...use them to inspire others to become leaders.
- Involve students in addressing issues and problems that affect them. Allow them to take on significant leadership roles.

Nurturing servant leaders in your school requires you to care deeply for your students, school, and community. Let us nurture leaders as our way of pleasing and serving God. May it be our collective legacy to our country.

You, the teacher

- You are stewards of your students. Take care of them in a responsible manner so that they may improve and grow.
- Value your students...spend time with them, know them well, listen to them with empathy, understanding and acceptance.
- Be committed to developing them to the best that they can be. Form them holistically—mind, body, heart, soul. Encourage them to continuously improve themselves.
- Help them become their own persons, capable of becoming their truest selves.
- look for leadership opportunities for your students in school and in their communities. Emphasize that being leaders does not require them to have a position. Challenge and encourage them to take action on issues that affect them.
- Be a model yourself of the kind person and leader you want them to be. Be a mentor, a wise guide and a “cheerleader”. Encourage them to reflect regularly.
- Build a community among your student leaders—encourage synergy, not competition.

Leaders need to be nurtured like a plant...watered, fertilized, pruned

The plant: the person of the leader

The soil: school and classroom environment

The gardener: You, the teacher

What concrete steps can we make in our schools that would create an environment that nurtures more leaders?

What concrete steps can you do as a teacher to nurture more leaders?

EFFECTIVE FACILITATION

The key to running a successful leadership training and youth development program lies in the effectiveness of the facilitators. This section shall provide you with important conceptual knowledge and help you gain the necessary skills to effectively facilitate the EYLC program.

Your role as a facilitator is to make the learning process easier for your participants. Guide your participants through carefully planned activities, creating metaphors, and understanding the feelings and needs of participants.

One of the most important things to keep in mind is that facilitation is different from instructing or teaching. Resist temptation to tell your participants what you think is correct. Rather, lead your participants to discover meaning and learnings on their own.

What is facilitation?

The root word of facilitation is "*facil*," or *easy*, so facilitation can mean "to make it easy." Thus, your role is to make learning easy for your participants.

The question is "To make it easy for *whom*?" Certainly not the facilitator, as truly great facilitation can be tiring (even as it can remain invisible to group members!) Facilitation involves *bringing out and focusing the wisdom of the group, often as the group creates something new or solves a problem*. The safer and easier the facilitator can make it for group members to hear and be heard, the easier solutions become.

As Sam Kaner, et al, say in *their Facilitator's Guide to Participatory Decision-Making*, "Most groups do not know how to solve tough problems on their own. They do not know how to build a shared framework of understanding-they seldom realize its significance. They dread conflict and discomfort and they try hard to avoid it. Yet, by avoiding the struggle to integrate one another's perspectives, the members of such a group greatly diminish their own potential to be effective. *They need a facilitator.*"

Prerequisites

- Good physical and mental health
- Completed a facilitator training session

Facilitator Skills

- A basic understanding of the benefits and objectives of teambuilding and training principles and teambuilding activities
- Ability to introduce the rules, consequences, and safety considerations for activities.
- An understanding of the concepts of processing and the experiential learning cycle

***Katulad ng leadership,
ang pinakamahalagang
"tool" o kagamitan ng
isang facilitator ay ang
kanyang sarili***

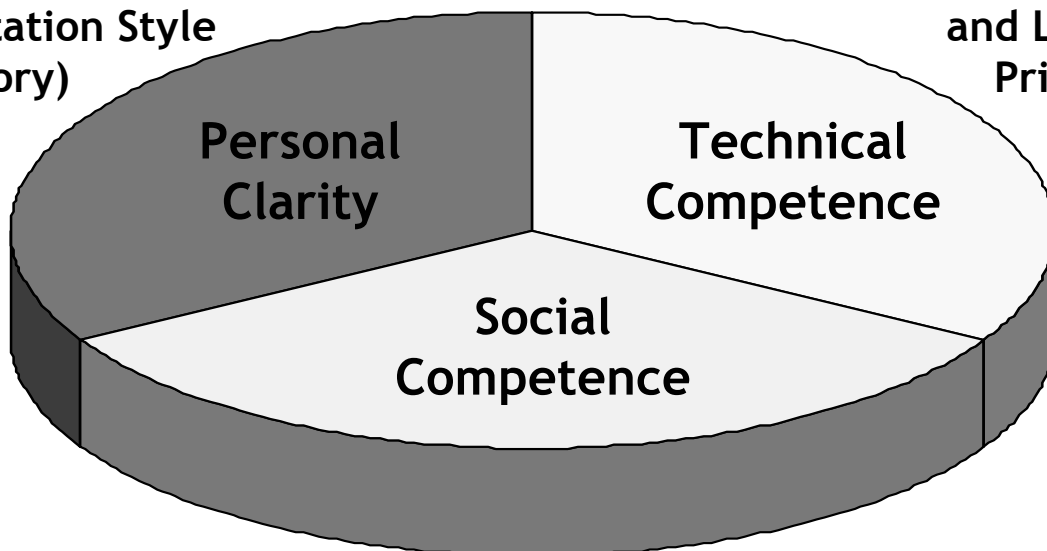
Facilitator Competencies

- Solid Verbal Communication Skills
- Ability to work with a wide variety of people in challenging situations
- Common sense and good judgment
- Flexibility in handling multiple demands of the program
- An open mind and willingness to learn
- Ability to remain calm in stressful situations
- Empathy (caring) for others
- Willingness to play and share a sense of adventure with participants
- Good sense of humor

Ang isang effective na facilitator ay kailangang may kakayahan at kaalaman sa 3 aspetong nakalarawan sa ilalim. Hindi magiging effective na facilitator ang taong may kahinaan sa isang aspeto

Strengths and weakness as facilitator (Facilitation Style Inventory)

Theoretical basis applied to practice (POA and Learning Principles)



Skills, knowledge and attitudes to help one effectively deal with people (Communication Skills)

An effective facilitator needs to be prepared for her work through a fine mix of **both theory and practice**. Relevant theories would include knowledge about learning principles and group development while practice usually involves a considerable amount of time honing these skills with an actual group in a training setting.

Moreover, facilitators for EYLC are examples of servant-leadership and lead the participants based on these ideas. As presented earlier in this guidebook, servant-leadership begins with one's self or person and desires for her members to become better persons. Thus an effective facilitator is one who seeks to develop his person to better serve and help her group develop.

Below is a list of some of the skills and knowledge facilitators needs to possess to be effective:

Framework for Effective Group Facilitation

Effective Group Facilitation

requires

Leadership Grounding and Personal Clarity

Process
Observation
and Analysis &
Facilitating
Styles

Conceptual
Knowledge
(*learning
principles,
group
development*)

Experiential
Learning
(Conducting
and Process)

Training Experience and Practice

Fundamental Learning Models

TEACHING VS. FACILITATING

PEDAGOGY: refers to the “art and science of teaching children”; <u>directs</u> students on what to do.	ANDRAGOGY: refers to the art and science of <u>helping</u> individuals learn;
Teacher = Authority Figure, “Star” in the classroom, Expert	Teacher = Facilitator, Guide, Coach
Content Expert: Presents Information	Process Expert: Guides Process
Provides the right answers	Provides the right questions
Example: <ul style="list-style-type: none"> • Parent-child • Teacher-student • Guru-disciple 	Example: <ul style="list-style-type: none"> • Adult-adult fashion • Colleagues • Co-learners • Peers

Assumptions	Pedagogy (Teacher-mode) Teacher-centered	Andragogy (Facilitator) Group/Process-centered
The learner is...	Dependent	Self-directed
The learner’s experience...	Built on with new information	Used as a resource for learning by self and others
The learner’s readiness to learn is...	Uniform by age level and curriculum	Developed from life’s experiences
The learner’s orientation to learning is...	Subject-centered	Task or problem-centered
The learner is motivated by...	External rewards and punishment	Internal incentives and curiosity

The EYLC program uses primarily an andragogical (facilitative) approach based on the assumptions presented. EYLC facilitators share this common outlook about their role as facilitators:

- ***Although facilitators challenge people; our primary goal is to help people grow in a supportive environment—help them “win”***
- ***Everything you do should lead to an enhanced sense of self-respect and team respect; if a “mistake” or difficulty occurs, your job is to frame it as an opportunity to learn and improve***
- ***Facilitators help participants discover their own meaning through carefully designed and planned learning experiences***



✧ **Practice Field Awareness**

Enhance your awareness of both the *tangibles* and *intangibles* that are always present in the group experience. Increase your skills at following the energy in the group. Listen, watch and feel what's going on. Then make decisions whether to intervene and what skills to use.

✧ **Be a Mirror, Not a Magnet**

Help the group become conscious of its own process; deflect attention from yourself. Also remember that the participants will most likely reflect back to you the same levels of energy, commitment, and authenticity that you model.

✧ **Create Safety**

Clarity about process can help create safety. Clearly describe what will occur. Explain the outcomes, clarify roles, introduce processes, help group develop behavioral ground rules.

✧ **Practice Non-Attachment**

As a neutral facilitator, you may become the target for participants' emotions. Remember and fulfill your role as a neutral facilitator. Co-facilitate or bow out if your "buttons get too pushed."

✧ **Focus on the Outcome**

Your ultimate role is to help the group achieve its stated outcomes. Strengthen your facilitation skills and be prepared to focus on the outcomes *while* maintaining full inclusion and participation.

Describe your ideal facilitator? What characteristics, attitudes, competencies, and skills make facilitators effective?

CONCEPTUAL KNOWLEDGE and SKILLS IN FACILITATING

*Taken from Group Process and the Inductive
Method: Theory and Practice in the Philippines
3rd Edition 2003 by Carmela D. Ortigas*

Conceptual knowledge of theory and principles ground our facilitation. It provides the rationale explanation behind various facilitating methodologies and skills. This section shall present information on the topics below to help you gain a better understanding of facilitation and what influences the practice of it.

- *Process Observation and Analysis*
- *Group Development*
- *Facilitating Styles*
- *Learning Principles*
- *Conditions the Facilitate Learning*
- *Experiential Learning*
- *Processing Experiential Learning*

EFFECTIVE FACILITATORS OBSERVE BOTH CONTENT & PROCESS

In all human interactions, there are two major components—**content and process**. The first deals with the subject matter—what the members are talking about or the task which the group is working on. The second is concerned with what is happening to group members while the group is working.

Process is how things are being done, what is left unsaid, the underlying dynamics, which can only be inferred from what is observable.

Unfortunately, in most interactions, very little attention is paid to the process, even when it is the major cause of ineffective group action. Sensitivity to group process, therefore, will better enable one to diagnose group problems early and to deal with them more effectively.

Process Observation

Requisite to process analysis is the skill of process observation. What does the facilitator do? She withdraws from active participation in the group so that she can watch the group in action and take notes on what she sees in them.



Why observe? By holding up a “mirror” to the group, the observation is reflected back to the group and used as a technique for group improvement. The group can learn to control its actions and improve itself. Stimulated to think about itself and the way it conducts its affairs, the group may come to understand the causes of common problems that interfere with group growth and productivity.



Process Analysis

Process analysis requires a set of skills in order to collect and organize data for analysis and diagnosis. At the outset, a facilitator has to have a frame of mind and a state of being that will prepare ready her for this highly disciplined approach to understanding group process. Not only does the facilitator have to withdraw from active participation; she must also be able to put aside pressing personal concerns. This is called being mindful of, being firmly grounded in, the events of the here-and-now, rather than being distracted by the there-and-then, with what has happened in the past or is happening outside the group.

Process Elements for Observation

What is process that it has to be observed and analyzed? According to Kurt Lewin, “process is interaction”, at any given point of time, of the forces or energies called process elements,” manifested in overt behavior and inferred from covert behavior, that actively influence the individual, the group, and the situation.

Group process or dynamics deals with process elements—forces and energies at work in the group, such as participation, atmosphere, influence, leadership, cooperation, competition, and conflict. These are only a few of the forces and energies that determine the direction in which the group will go.

A good grasp of process is required of facilitators. This they can obtain by developing sets of skills in process observation and analysis (POA).

Participation

One indication of involvement is verbal participation. Look for differences in the amount of participation among members:

- *Who are the high participators? Who are the low participators?*
- *Do you see any shift in participation, e.g., highs become quiet; lows suddenly become talkative? Do you see any possible reason for this in the group's interaction?*
- *How are the silent people treated? How is their silence interpreted? Consent? Disagreement? Fear? Etc.*
- *Who talks to whom? Do you see any reason for this in the group's interactions?*
- *Who keeps the ball rolling? Do you see any reason for this in the group's interactions?*

Communication

One of the easiest aspects of group process to observe is the pattern of communication.

- *Who talks? For how long? How often?*
- *Who do people look at when they talk?*
 - *Single one out?*
 - *Scan the group, address to center*
 - *No one*
- *Who talks after whom? Who interrupts whom?*
- *What style of communication is used (assertions, questions, tone of voices, gestures, etc.)?*

The kinds of observations we make give us clues to other important things which may be going on in the group, such as who leads whom or who influences whom.

Influence

Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by other members.

- *Which members are high in influence? That is, when they talk, others seem to listen.*
- *Which members are low on influence? Others do not listen or follow them.*
- *Is there any shifting in influence? Who shifts?*
- *Do you see any rivalry in the group? Is there a struggle for leadership?*
- *What effect does it have on other group members?*

Influence can take many forms. It can be positive or negative; it can enlist the support or cooperation of others or alienate them. How a person attempts to influence another may be the crucial factor in determining how open or closed the other will be toward being influenced.

Decision-Making Procedures

Many kinds of decisions are made in groups without considering the effects of these decisions on other members. Some people try to impose their own decisions on the group, while others want all members to participate or share in the decisions that are made.

- *Does anyone make a decision and carry it out without checking with other group members? (Self authorized). E.g. he decides on the topic to be discussed and immediately begins to talk about it. What effect does this have on other group members?*
- *Does the group drift from topic to topic? Who topic-jumps? Do you see any reason for this in the group's interactions?*
- *Who supports other member's suggestions or decisions? Does this support result in the two members deciding the topic or activity for the group (handclasp)? How does this affect other group members?*
- *Is there any evidence of a majority pushing a decision through over other members' objections? Do they call for a vote (majority support)?*
- *Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?*
- *Does anyone make any contributions which do not receive any kind of response or recognition (plop)? What effect does this have on the member?*
- *Does anyone ask for or make suggestions as to the best way to proceed or tackle a problem?*
- *Does anyone attempt to summarize what has been covered or what has been going on in the group?*
- *Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?*
- *Who keeps the group on target? Who prevents topic-jumping or going off on tangents?*

Group Atmosphere

Something about the way a group works creates an atmosphere which, in turn, is revealed in a general impression. In addition, people may differ in the kind of atmosphere they like in a group. Insight can be gained into the atmosphere characteristic of a group by finding words which describe the general impressions held by group members.

- *Who seems to prefer a friendly congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?*
- *Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?*
- *Do people seem involved and interested? Is the atmosphere one of work, play, satisfaction, taking flight, sluggishness, etc?*

Membership

A major concern for group members is the degree of acceptance or inclusion in the group. Different patterns of interaction may develop in the group which give clues to the degree and kind of membership.

- *Is there any sub-grouping? Sometimes two to three members may consistently agree and support each other or consistently disagree and oppose one another.*
- *Do some people seem to be “outside” the group? Do some members seem to be “in”? How are those “outside” treated?*
- *Do some members move in and out of the group, i.e. lean forward or backward in their chairs or move their chairs in and out? Under what conditions do they come in or move out?*

Feelings

During any group discussion, feelings are frequently generated by the actions between members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures, and many other forms of nonverbal cues.

- *What signs of feelings do you observe in group members: anger, irritation, warmth, affection, excitement, boredom, defensiveness, competitiveness, etc.?*
- *Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?*

Norms

Standards or group rules may develop in a group that control the behavior of its members. Norms usually express the beliefs or desires of the majority of the group members as to what behavior should or should not take place in the group. These norms may be clear to all members (explicit), known or sensed by only a few (implicit), or operating completely below the level of awareness of any group members. Some norms facilitate group progress and some hinder it.

- *Are certain areas avoided in the group (e.g., sex, religion, talk about present feelings in the group, discussing the leader's behavior, etc.)? Who seems to reinforce this avoidance? How do they do it?*

Task Maintenance Behavior

Behavior in the group can be viewed from the point of view of what its purpose or function seems to be. When a member says something, is he primarily trying to get the group task accomplished (task), or is he trying to improve or patch up some relationships among members (maintenance), or is he primarily meeting some personal need or goal without regard to the group's problem (self-oriented)? As the group grows and the members' needs become integrated with group goals, there will be less self-oriented behavior and more task or maintenance behavior. What kind of categories can we identify?

Types of behavior relevant to the group's fulfillment of its tasks:

- **Initiating:** *Proposing tasks or goals, defining a group problem, suggesting a procedure or ideas for solving problems...*
- **Seeking information or opinions:** *Requesting facts, seeking relevant information about group concern, asking for expressions of feelings, requesting a statement or estimate, soliciting expressions of value, seeking suggestions and ideas...*
- **Giving information or opinion:** *Offering facts, providing relevant information about concern...Stating the belief about a matter before the group, giving suggestions and ideas.*
- **Clarifying and elaborating:** *Interpreting ideas for suggestions; clearing up confusions, defining terms, indicating alternatives and issues before the group...*
- **Summarizing:** *Pulling together related ideas, resisting suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject...*
- **Consensus testing:** *Asking to see if the group is hearing a decision; sending up trial balloon to test a possible conclusion.*

Types of behavior relevant to the group's remaining in good working order, having a good climate for task work, and good relationships which permit maximum use of member resources (group maintenance)

- ***Harmonizing:*** Attempting to reconcile disagreements; reducing tension; getting people to explore differences...
- ***Gatekeeping:*** Helping to keep communication channels open; facilitating the anticipation of others; suggesting procedures that permit sharing remarks.
- ***Encouraging:*** Being friendly, warm and responsive to others; indicating by facial expression or remarking the acceptance of others' contributions...
- ***Compromising:*** When one's own ideas or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying interest of group cohesion or growth...
- ***Standard setting and testing:*** Testing whether group is satisfied with its procedure or suggesting procedures, pointing out explicit norms which have been met to make them available for testing...

Every group needs both kinds of behavior and needs to work out an adequate balance of task and maintenance activities.

Summary

These are not the only kinds of things which can be observed in a group. What is important to observe will vary with what the group is doing, your needs and purposes as group facilitator, and many other factors. The main point, however, is to practice and improve your skills in process observing and analysis. This foundational skill will provide you with important data for understanding groups and increasing your effectiveness as a facilitator

Emotional Issues: Causes of Self-Oriented Emotional Behavior

The process described so far deal with the group's attempts to work, to solve problems to task and maintenance, but there are many forces active in groups which disturb work, which represent a kind of emotional underworld or under-current in the stream of group life.

These underlying emotional issues produce a variety of emotional behavior which interfere with or are destructive of effective group functioning. They cannot be ignored or wished away, however. Rather, they must be created which permit these same emotional energies to be channeled in the direction of group effort.

- What are these issues or basic needs?*
- The problem of goals and needs: what do I want from the group? Can the group goals be made consistent with my goals? What have I to offer to the group?*
- The problem of identity: Who am I in this group? Where do I fit in? What kind of behavior is accepted here?*
- The problem of power, control, and influence: Who will control, and what do we do? How much power and influence do I have?*
- The problem of intimacy: How close will we get to each other? How personal? How much can we trust each other and how can we achieve a greater level of trust?*

Skills in Process Observation

- 1. Process Observation.** Use of Active Listening as in:
 - a. Focusing attention
 - b. Looking at visible, quantifiable behavior
 - c. Hearing
 - d. Sensing

- 2. Collecting and Organizing Information**
 - a. Designing recording instruments
 - b. Recording systematically, accurately (specifically), with ease
 - c. Summarizing observations recorded

- 3. Analysis and Diagnosis**
 - a. Making inferences from data observed
 - b. Arriving at conclusions, albeit tentative, from data observed
 - c. Validating observation in relation to own perception and group experience
 - d. Identifying causes of happenings in terms of helps and blocks to productivity/effectiveness

- 4. Reporting and Consulting**
 - a. Giving feedback of data as descriptions rather than prescriptions, being objective rather than judgmental
 - b. Checking perceptions with group members
 - c. Asking reflective questions rather than making declarative or directive statements.

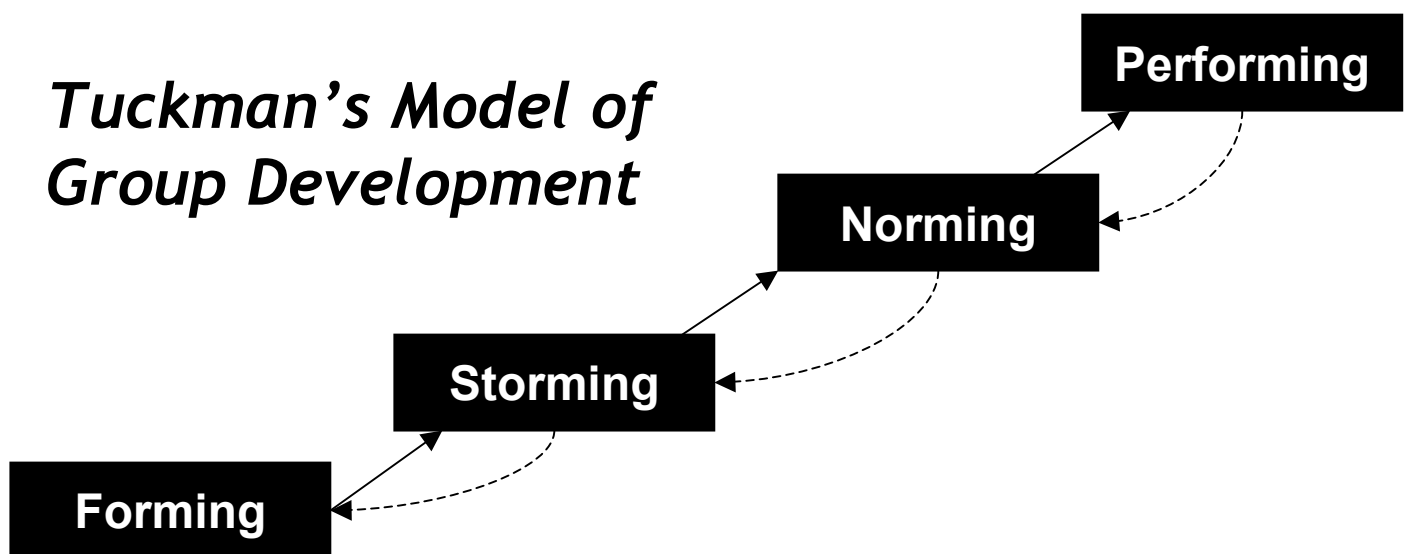
Facilitators in their role as process analysts also need to observe the various stages of development that every group goes through. They must therefore be armed with perceptiveness and an understanding of how groups are formed and of the stages of development they undergo.

Why is this skill considered important? First, the group facilitator must be able to monitor and influence the development of small groups, so that she can make options for growth available at any given stage.

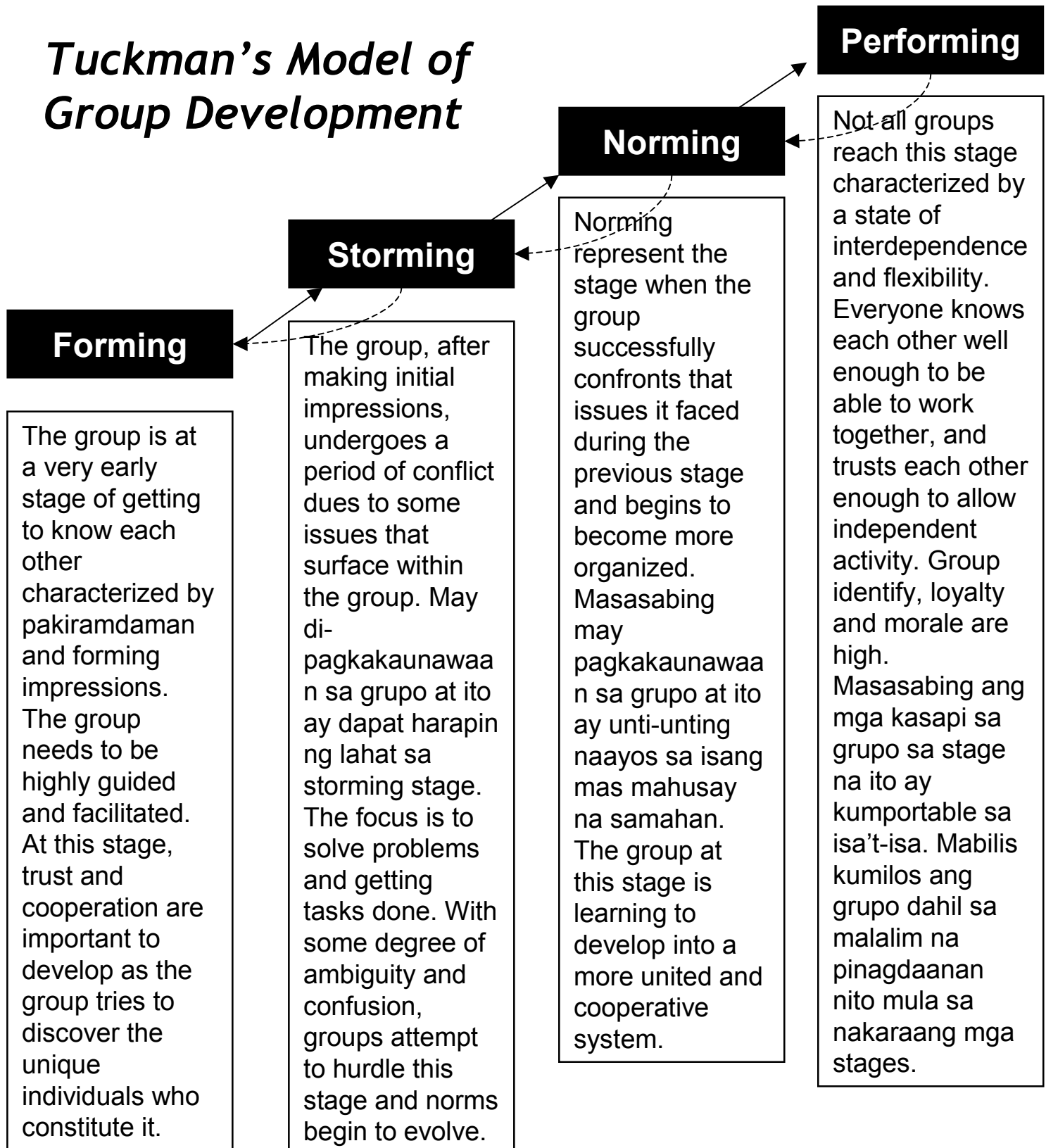
Second, she must be able to anticipate the kinds of interactions that characterize each stage and to predict problems that might arise, so as to be prepared with the appropriate interventions. Thus, the movement of the group to its expressed goals is facilitated.

Third, knowing how quickly or slowly a group will reach each stage within a time frame will minimize frustrations and anxieties. Fourth, being able to predict the occurrence of each stage is especially critical when one is designing a training and development program, since designs includes planning the program's duration, the selection and scheduling of activities that will maximize learning objectives.

Tuckman's Model of Group Development



Tuckman's Model of Group Development



Below is another model of group development as evolved from the experience of local community leaders. There can be several distinct stages to a group's development. ***What is important for facilitators is to be able to distinguish whether the group has progressed from one stage to another. The characteristics or behaviors observed at a particular stage will tell you where the group is.***

Stages of Development	Characteristics
<i>Stage 1: Pakikiramdam sa Sarili at sa Bawat isa</i>	<ul style="list-style-type: none"> • Katahimikan • Pagtatanong • Paglilinaw sa gagawin • Pakikinig • Pagmumungkahi
<i>Stage 2: Pagtataya (Risk-taking)</i>	<ul style="list-style-type: none"> • Pagpapaunang magsalita • Pagbubukas loob • Pagbibigay impressions sa bawat isa • Paglalahad ng sariling damdamin • Pakikinig
<i>Stage 3: Pagtugon</i>	<ul style="list-style-type: none"> • Paglilinaw/pagpapaliwanag/checking • Pag-uulit • Pakikiisang-loob • Pagsasalaysay sa kahawig na karanasan • Paghaplos/pagtapik • Pagbibigay ng impressions • Pagbibigay ng appreciations • Pakikinig
<i>Stage 4: Pag-uunawa/ Pakikiisang-loob</i>	<ul style="list-style-type: none"> • Walang paghusga • Pag-affirm, pagyakap, pag-iyak, pakikidaop-kamay • Pag-unawa sa pagkakaiba at pagkakawangis ng bawat isa, • Pakikinig
<i>Stage 5: Pagtanggap at Paggalang sa Sarili at sa Isa't-isa</i>	<ul style="list-style-type: none"> • Walang paghusga • Pagkilala at pagtanggap ng pagkakaiba at pagkawangis ng bawat isa • Pagsubok ng mga bagong gawi/kilos

Exercise: Mula sa inyong karanasan dito sa training, gumawa ng sariling group development model. Ilang antas ang kinailangan upang makarating sa iyong “ideal” na grupo? Ano ang itatawag mo sa iba’t ibang antas ng pag-unlad ng iyong grupo? Paano mo ito ilalarawan? Anu-ano ang mga katangian at behavior iyong nakikita sa bawat antas?

Stages of Development	Characteristics/Katangian
Stage 1	
Stage 2	
Stage 3	
Stage 4	
Stage 5	

The success of any training and development program depends primarily on the effective implementation of the training design, its content and processes. Critical to this implementation are the roles and functions of the team of facilitators.

You may begin to ask at this point what seems to be your dominant facilitating style. The answer invariably is that one can be an effective facilitator with whatever style, provided the style adopted in a given situation is the appropriate response in that situation.

Nonetheless, it is true that different styles are more appropriate for different personalities. To help determine the appropriate facilitating style, one may use the **Group Leadership Functions Scale**. The scale not only demonstrates one's dominant style at present but also suggests means of developing other styles



Group Leadership Functions Scale

The scale not only demonstrates one's dominant style at present but also suggests means of developing other styles

1. Emotional Stimulation: Facilitators release of emotions by demonstration: leader as center; challenging-confronting the group; sense of mission. (1, 6, 10, 14, 17, 23, 28)

2. Caring: Facilitators are love-oriented, supportive, warm, understanding, personal relationship. (2, 5, 12, 13, 19, 22, 25)

3. Meaning Attribution: Cognitizing behavior, "naming function"; translation of feelings and behavior into ideas; group or individual focus. (3, 7, 11, 16, 20, 24, 27)

4. Executive Function: Managerial/task-oriented, group provides meaning; limit setting, pacing, sequencing, expression of emotion through suggestion. (4, 8, 9, 15, 18, 21, 26.)

High:	41 and above
Medium	15 to 40
Low	14 and below

The highest sum among your scores is your dominant style. The ideal is an evenly balanced set of scores, i.e., all four scores should be in the medium category or in the high category. There should be no more than 3 point differentiation among the four scores.

You can develop yourself in any or all of the leadership functions (or style), by practicing the behavior described in the items which express the function in which you wish to improve.

1. *What are my strengths as a facilitator?*

2. *How can I continue to improve on these strengths?*

3. *What are my areas for improvement as a facilitator?*

4. *How can I improve on them?*

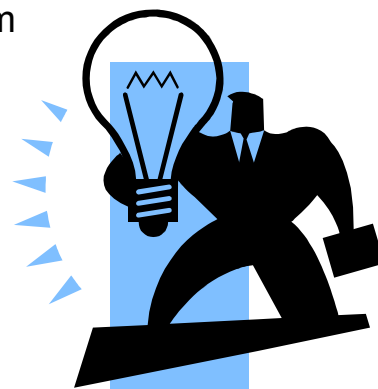
@ Learning is an experience which occurs inside the learner and is activated by the learner

The process of learning is primarily controlled by the learner and not by the teacher (group leader). Changes in perception and behavior are mere products of human meaning and perceiving rather than any forces exerted upon the individual. Learning is not a function of what a teacher does to, or says to, or provides for the learner. More significantly, learning has to do with something which happens in the unique world of the learner. It flourishes in a situation in which teaching is seen as a facilitating process that assists people to explore and discover the personal meaning of events for them.



@ No one directly teaches anyone anything of significance

People learn what they want to learn, they see what they want to see and they hear what they want to hear. When we create an atmosphere in which people are free to explore ideas in dialogue and through interaction with other people, we educate them. Very little learning takes place without personal involvement and meaning on the part of the learner. Unless what is being taught has personal meaning for the individual, he will shut it out from his field of perception. People forget most of the content “taught” to them and retain only the content which they use in their work or content which is relevant to them personally.



@ *Learning is the discovery of the personal meaning and relevance of ideas*



People more readily internalize and implement concepts and ideas which are relevant to their needs and problems. Learning is a process which requires the exploration of ideas in relation to self and community so that people can determine what their needs are, what goals they would like to formulate, what issues they would like to discuss, and what content they would like to learn. Within broad programmatic boundaries what is relevant is meaningful is decided by the learner, and must be discovered by the learner.

@ *Learning (behavioral change) is a consequence of experience*

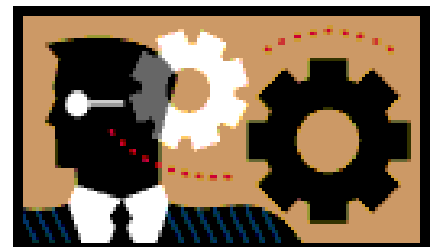
People become responsible when they have really assumed responsibility, they become independent when they have experienced independent behavior, they become able when they have experienced success, they begin to feel important when they are important to somebody, they feel liked when someone likes them. People do not change their behavior merely because someone tells them to do so or tells them how to change. For effective learning giving information is not enough, e.g., people become responsible and independent not from having other people tell them that they should be responsible and independent but from having experienced authentic responsibility and independence.

@ *Learning is a cooperative and collaborative process*

Cooperation fosters learning. “Two heads are better than one.” People enjoy functioning independently but they also enjoy functioning interdependently. The interactive process appears to “scratch and kick” people’s curiosity, potential, and creativity. Cooperative approaches are enabling. Through such approaches people learn to define goals, to plan to interact and to try group arrangements in problem solving. Paradoxically, as people invest themselves in collaborative group approaches they develop a firmer sense of their own identification. They begin to realize that they count, that they have something to give and to learn. Problems which are identified and delineated through cooperative interaction appear to challenge and to stretch people to produce creative solutions and to become more creative individuals.

@ *Learning is an evolutionary process*

Behavioral changes requires time and patience. Learning is not a revolutionary process. When quick changes in behavior are demanded, we often result to highly structured procedures through which we attempt to impose learning. Whether such learning is lasting and meaningful to the learner is doubtful. Implicit in all the principles and conditions for learning is an evolutionary mode of learning. Learning situations characterized by free and open communication, confrontation, acceptance, respect, the right to make mistakes, self-revelation, cooperation and collaboration, ambiguity, shared evaluation, active and personal involvement, freedom from threat, and trust in the self are evolutionary in nature.



@ Learning is sometimes a painful process

Behavioral change often calls for giving up the old and comfortable ways of believing, thinking and valuing. It is not easy to discard familiar ways of doing things and incorporate new behavior. It is often “downright” uncomfortable to share one’s self openly, to put one’s ideas under the microscope of a group, and to genuinely confront other people. If growth is to occur, pain is often necessary. However, the pain of breaking away from the old and the comfortable is usually followed by appreciation and pleasure in the discovery of an evolving idea or a changing self.



@ One of the richest sources of learning is the learner himself

In a day and age when so much emphasis is being placed upon instructional media, books, and speakers as resources for learning, we tend to overlook perhaps the richest source of all - the learner himself. Each individual has an accumulation of experiences, ideas, feelings, and attitudes which comprise a rich vein of material for problem solving and learning. All too often this vein is barely tapped. Situations which enable people to become open to themselves, to draw upon their personal collection of data, and to share their data in cooperative interaction with others maximize learning.

The process of learning is emotional as well as intellectual

Learning is affected by the total state of the individual. People are feeling beings as well as thinking beings and when their feelings and thoughts are in harmony learning is maximized. To create a group for learning to occur people must come before purpose. Regardless of the purpose of a group it cannot be effectively accomplished when other things get in the way. If the purpose of the group is to design and carry out some task, it will not be optimally achieved if people in the group are fighting and working against each other... It might be said that in any group regardless of the people problems which exist, enough group intellectual capacity remains intact for members of the group to acquire information and skills. However, to maximize the acquisition and internalization of ideas it seems reasonable that the people problems would have to be dealt with first.

The process of problem solving and learning are highly unique and individual

Each person has his own unique styles of learning and solving problems. Some personal styles of learning and problem solving are highly effective, other styles are not as effective, and still others may be ineffective. We need to assist people to define and to make explicit themselves the approaches they ordinarily use so that they can become more effective in problem solving and learning. As people become more aware of how they learn and solve problems and become exposed to alternative models used by other people, they can refine and modify their personal styles so that these can be employed more effectively.

Factors that affect learning outcomes

- Learning Environment
- Facilitator Style & Skills
- Teaching Methodologies
- Learner Styles, Goals & Attitudes

Learning Principles and Implications on Effective Facilitation

1. Learning is an experience which occurs inside the learner and is activated by the learner.	<ul style="list-style-type: none"> ✓ Explain rationale/importance before or after an activity. ✓ Elicit applications or importance of topic/skills in order to elicit personal meaning of ideas.
2. Learning is the discovery of personal meaning and relevance of ideas	<ul style="list-style-type: none"> ✓ Allow participants and student leaders to work on projects that are salient to them. ✓ Get participant's expectation before the program to allow redesign or customization.
3. Learning is a Consequence of Experience	<ul style="list-style-type: none"> ✓ Utilize active methodologies ✓ Allow for processing of experiences to generate insights on learning ✓ Provide time for skills practice during or after the program ✓ As the participants practice new skills and learning, provide feedback so they know whether they are performing correctly or not.
4. Learning is a cooperative and collaborative process	<ul style="list-style-type: none"> ✓ Use interactive methodologies to allow participants to learn from each other. ✓ Create an environment where learners are free to express themselves and take risks.

<p>5. Learning is an evolutionary process</p>	<ul style="list-style-type: none"> ✓ Behavioral change requires time; provide enough time for modules instead of squeezing in too many topics or ideas. ✓ Start with what is easiest and gradually progress to what is more difficult.
<p>6. The learner is one of the richest source of learning</p>	<ul style="list-style-type: none"> ✓ Utilize learner-centered methods. ✓ Conduct preliminary gatherings to know where participants are coming from and what can be drawn from them.
<p>7. Learning is sometimes a painful process; the process of learning is emotional as well as intellectual</p>	<ul style="list-style-type: none"> ✓ Ensure appropriate questions and adequate time for processing of activities ✓ Create an environment where learners are encouraged to trust in themselves and others, where there is respect and acceptance. ✓ Ensure that self-evaluation and critiquing is done in a non-threatening manner.
<p>8. Each learner has a unique way of learning</p>	<ul style="list-style-type: none"> ✓ Allow participants to work on projects that are salient to them ✓ Use a combination of methodologies to respond to various learning styles. ✓ Customize design/methodologies to profile of participants

Sa activity na helium hoop, maraming pagkakataong makita ang mga learning principles na nakasaad at i-practice ang mga nararapat na paraan ng pag-facilitate. Dito rin masusubok at makikita kung nasaang antas ng development na ang grupo.



Learning is facilitated in an atmosphere which...

Encourages people to be active

The learning process when there is less teacher (group leader) domination and task and more faith that people can find alternatives and solutions satisfying to themselves. Listening to people and allowing them to use the teacher (group leader) and the group as a resource and a sounding board facilitates the active exploration of ideas and possible solutions to problems. People are not passive and reactive receptacles into which we can pour the “right” values, the “right” answers, and the “right” ways of thinking. People are active and creative beings who need the opportunity to determine goals, issues to be discussed, and the means of evaluating themselves. They learn when they feel they are part of what is going on -- when they are personally involved. Learning is not poured into people, learning emerges from people.

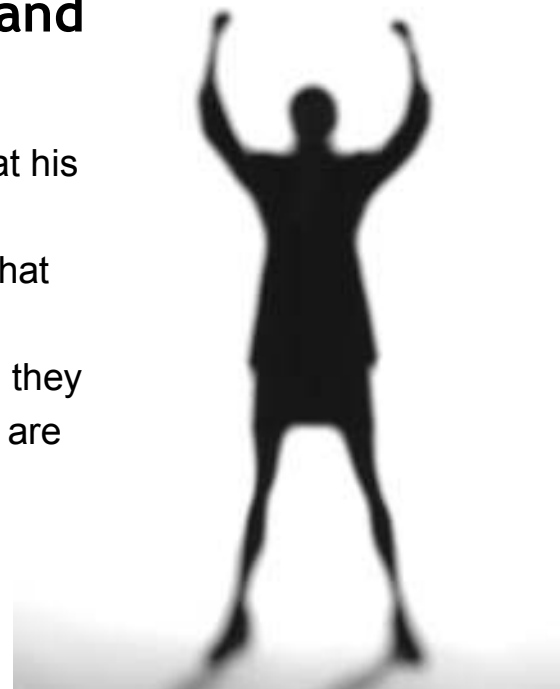


Promotes and facilitates the individual's discovery of the personal meaning of ideas

Teacher (group leader) rather than directing or manipulating people helps them to discover the personal meaning of ideas and events for them. He creates a situation in which people are freely able to express their needs rather than having their needs dictated to them. Learning becomes an activity in which the needs of the individual and the group are considered in deciding what issues will be explored and what the subject matter will be... Learning process occurs when the goals of the leader accommodate, facilitate and encourage the individual's discovery of personal goals and personal meanings in events. The art of helping people to change their behaviors requires the development of goals which provide sufficient elbow room for people to explore and internalize behavior satisfying and growth-producing to themselves.

Emphasizes the uniquely personal and subjective nature of learning

In such a situation, each individual has the feeling that his ideas, his feelings, his perspective have value and significance. People need to develop an awareness that all that is to be learned is not outside or external to themselves. They develop such an awareness when they feel their own contributions and their value as people are genuinely appreciated.

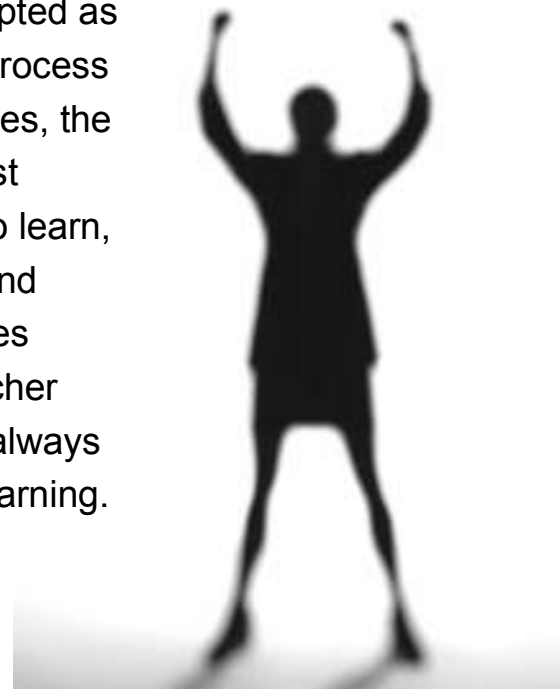


@ ***Difference is good and desirable***

Situations when emphasize the “one right answer,” the “magical solution,” or the “one good way” to act or think, or to behave, narrow and limit exploration and inhibit discovery. If people are to look at themselves, at others, and at ideas openly and reasonably, then they must have the opportunity to express their opinions no matter how different they may be. This calls for an atmosphere in which different ideas can be accepted (but not necessarily agreed with). Differences in ideas must be accepted if differences in people are to be, too.

@ **Consistently recognizes people’s right to make mistakes**

Where mistakes are not permitted then the freedom and the willingness of people to make choices are severely limited. Growth and change are facilitated when error is accepted as a natural part of the learning process. The learning process requires the challenge of new and different experiences, the trying of the unknown, and therefore, necessarily must involve the making of mistakes. In order for people to learn, they need the opportunity to explore new situations and ideas without being penalized or punished for mistakes which are integral to the activity of learning. The teacher (group leader) who feels and acts on the need to be always right creates a limiting and threatening condition to learning.



Tolerates ambiguity

In a rigid and defensive atmosphere people feel they cannot take the time to look at many situations, they feel highly uncomfortable without answers, and they feel there is more concern for “right” answers rather than good answers. The open and fearless exploration of solution calls for time to explore many alternatives and time to proceed without feeling any pressures for immediate and forthcoming answers.

Evaluation is a cooperative process with emphasis on self-evaluation

If learning is a personal process, then people need the opportunity to formulate criteria to measure their progress. Criteria established by the teacher (group leader) are mostly artificial and irrelevant to persons in a group. Usually behavioral change and growth are measured by the degree to which people can regurgitate what others have tried to spoon-feed them. A more viable and meaningful evaluation occurs when people are free to examine themselves, and the roles to really judge how much they have learned and grown. For learning to occur the individual in the group needs to see him/herself accurately and realistically. This can be best accomplished through self and group evaluation.

Encourages openness of self rather than concealment of self

Problem solving and learning require that personal feelings, attitudes, ideas, questions and concerns be openly brought to light and examined... People need to feel that they can try something, fail if necessary without being humiliated, embarrassed, or diminished as persons. Openness of self occurs in an atmosphere free from psychological threat. People can invest themselves fully and openly in the collaborative and interactive process of learning when they know that no matter what they say or express it will not result in psychological punishment or penalties.

People are encouraged to trust in themselves as well as in external sources

They become less dependent upon authority when they can open up the self and when they feel that who they are is a valuable resource for learning. It is important that people feel that they have something to bring to the learning situation rather than feeling that all learning means the acquisition of facts and knowledge from some external agent for use sometime in the future. People learn when they begin to see themselves as the well-springs of ideas and alternatives to problems. Learning is facilitated when people begin to draw ideas from themselves and others rather than relying on the teacher (group leader).

People feel they are Respected

In a group in which high value is placed upon the individuality of the members and upon the relationships that exist within the group, people learn that someone cares for them. A genuine expression of care on the part of the teacher (leader) and a warm emotional climate generate an atmosphere of safety in which people can explore ideas and genuinely encounter other people without any threat. Confrontations and differences of opinion become constructive forces in a group in which people experience that they are respect as persons. A safe atmosphere need not exclude personal confrontations which often are effective catalysts for learning.

People feel they are Accepted

People are free to change then they feel that change is not being imposed upon them. It is paradoxical but the more we try to change people the more resistant they become to change. A person must be before he can become. Accepting a person means that we allow him/her to hold his/her values and to be him/herself. When a person does not have to defend him/herself and his/her values then s/he is free to take a look at him/herself and his values and to change. An insistence of change contains an implicit note of rejection. In effect, we say to people - I can't accept you as you are; you must change. They develop this feeling when they experience that they are accepted for who they are. When people or their values are attached, it is natural that they will defend themselves. People who are busy defending themselves are not free to learn



Permits Confrontation

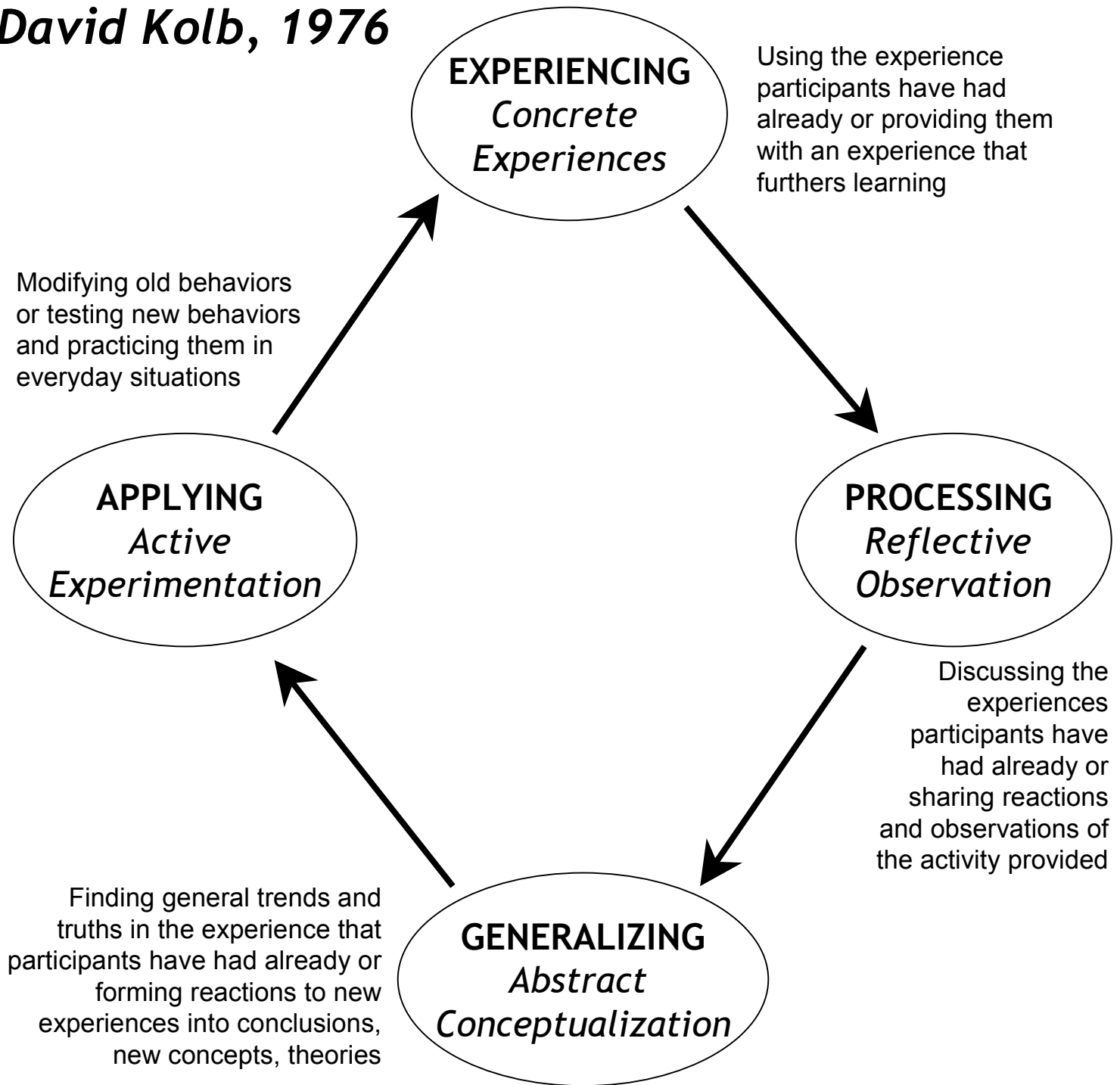
With free and open communication, with a non-threatening psychological climate, the unique self of each person is expressed. It is inevitable that in such a situation persons will confront persons, ideas, will challenge ideas.

Confrontations facilitate learning. They provide opportunities for people to have their ideas and themselves viewed and tested from the framework of other people or the group. No man learns in isolation from other people/ His behavior changes and his ideas are refined and modified on the basis of the feedback he gets from other people. Confrontation is a proving ground which enables ideas to synthesize, new ideas to emerge, and people to change.



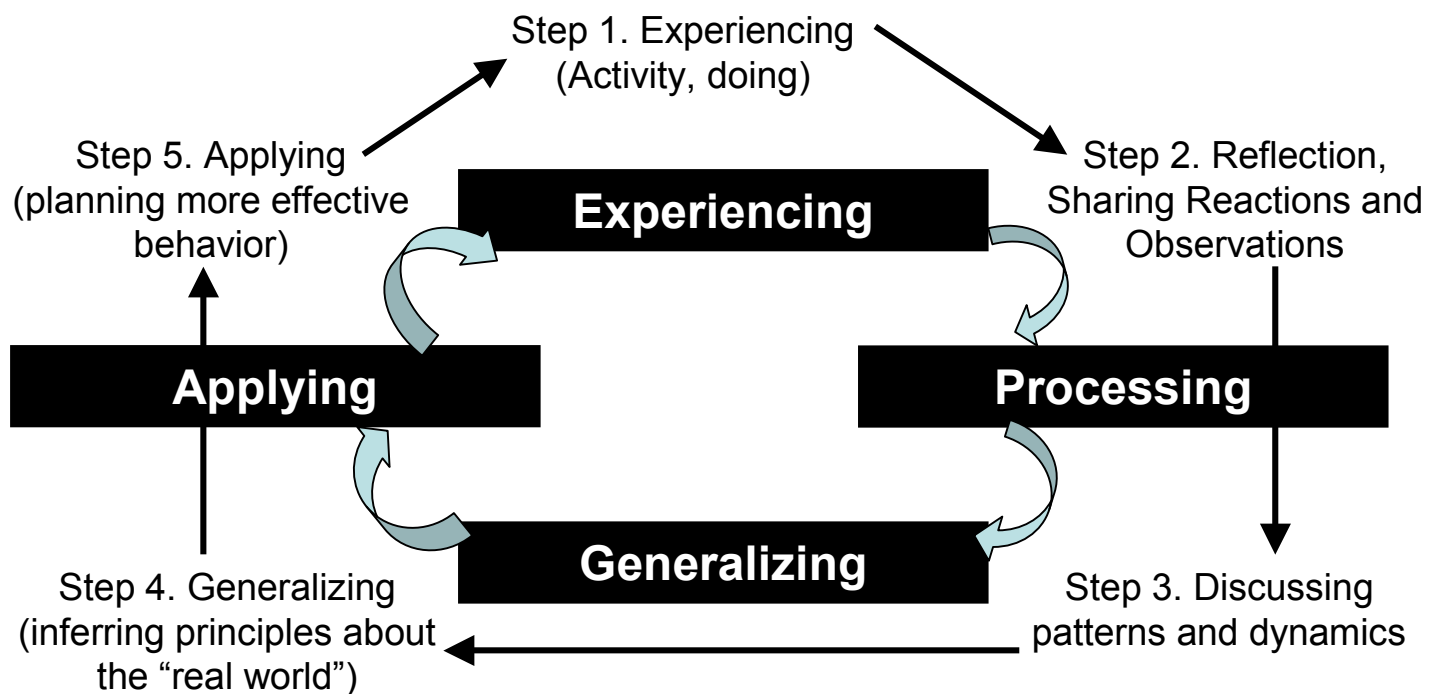
What conditions are being practiced in your school? How will this bring about the leadership behaviors we hope to see?

The Adult Learning Cycle David Kolb, 1976



The Experiential Learning Cycle

Many learning models describe how individuals learn through experience. Most have four distinct phases: experience, reflection, processing, applying. **The experiential learning cycle** describes the various stages that a group or an individual goes through after an experience.

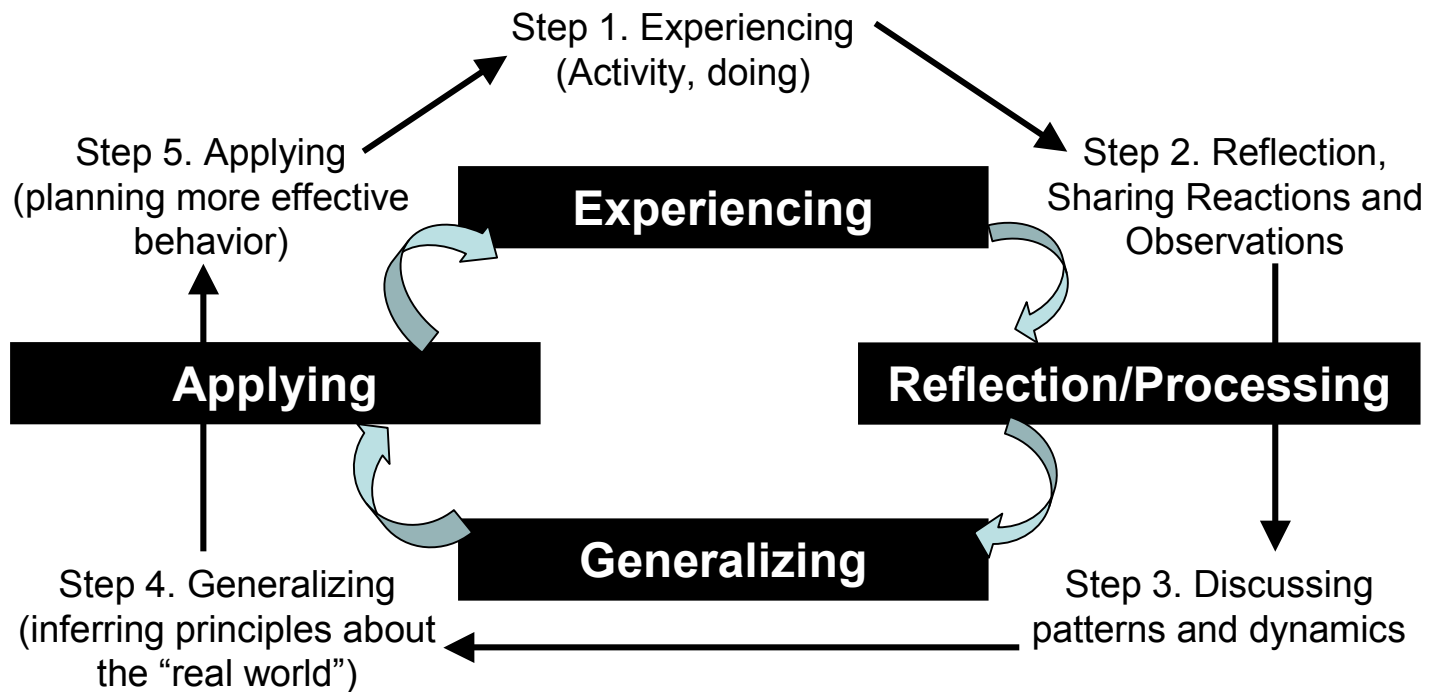


As a facilitator, your role is to help your participants move through this cycle to learn and gain meaning from the experience.

The experience can be anything! **Experiences** can be both positive and negative, but from all experiences participants have something to learn.

*“I hear and I forget
I see and I remember
I do and I understand.”*

The Experiential Learning Cycle



Reflection occurs within an individual. Facilitators can build reflection time into their programs. This is a very important aspect of the experiential cycle. Participants internalize the experiences that they had and begin to see the larger meaning of these experiences.

Processing can occur on an individual basis or as a part of a larger group. Often in a teambuilding program, processing is part of a debriefing activity. Processing helps find the meaning of the activity.

The **application** of new knowledge is a key piece to this learning model. The learnings from the experience have been distilled through reflection and processing. The participants begin to think about how they will apply what they have just learned to future experiences in their lives.

Facilitators' Role in Experiential Learning Activities

Taken from the 4H Teambuilding Facilitation Manual: A Guide to Leading and Facilitating Teambuilding Activities

Briefing the activity

Before you let a group begin an activity, you should give them a thorough introduction. This briefing provides the group members with the information they need in order to proceed with an activity. A good briefing sets the stage for a positive experience. Whatever the scenario, the briefing should include the following:

- **Objective:** This explanation should be as clear and concise as possible. For example:
- **Guidelines:** The rules that govern what the group may or may not do, including an explanation of what resources are available, what the consequences are if the group doesn't remain within the guidelines, and any additional parameters. Depending on the group members and the activity, you can allow them to set their own consequences and even to adjust the guidelines slightly to enhance their levels of participation in the process.
- **Safety Issues:** Let the group know what the safety parameters are and charge them with keeping themselves and one another as safe as possible is important. This portion of the briefing may include specific instructions on spotting, lifting, catching, and so forth.
- **Clarification:** Be sure to ask for any questions so that everyone understands the guidelines and consequences.

Sa helium hoop, kinakailangang maibaba ng grupo ang isang malaking hulla hoop hanggang isang talampakan mula sa lupa. Ang hoop ay dapat nakapatong lamang sa hintuturo ng mga participants. Bawal na mawalan ng contact and daliri sa hoop habang binaba. Kapag nawalan ng contact, uulit mula sa simula



Leading the Activities

After you provide the group with the objectives, guidelines, and safety considerations, your primary role becomes that of an observer. This can be one of the most challenging parts of facilitation because it requires you to watch for the safety of the participants, ensure that they are working within the established guidelines, hold them to the consequences, and observe their interactions.

In some activities, you will be physically involved; in others, you will stand apart from the group. Sometimes, stopping the action in an activity becomes necessary. The most common reason to stop an activity is if the group has made or is trying a suggestion.

In some cases, you may want to step in when the process itself is breaking down., or if the group repeatedly tries a solution that doesn't work well for them. In these cases, ask the group to stand in a circle away from the activity and process what they have been doing. What is working and what is not? Ask them to brainstorm some other considerations and to try the activity again. Do not try to solve it for them.



Ang toxic waste activity: kinakailangan ng mga participants gamitin ang skills sa communication, cooperation, planning, problem solving at teamwork para hindi “sumabog ang bomba” sa challenge na ito. Mataas and antas ng kahirapan ng activity na ito.

Processing the Experience

After group members experience an activity, they usually need some time to reflect on what they learned and how it can be made relevant to their lives. This is often called de-briefing or processing.

The debrief can be a safe time where the group members consider the activities they have accomplished and the process that brought them to their accomplishment. The facilitator's confidence in the importance of the debriefing helps the process become a meaningful experience for the group. The skill is like any other and must be practiced and honored by both the facilitator and the group.

Remember the following as you conduct the debrief:

- Don't be surprised by resistance
- Connect the discussion to the group problem-solving activities
- Train yourself to listen and observe what's happening during an activity, and use examples from the activity during the debrief.
- Sequence the debrief so that it starts easy and leads up to more difficult issues that the group faced.

Often, you can turn an “instructional” comment into a facilitative comment by asking it as a question. Create open-ended questions rather than ones that can be answered with a simple “yes” or “no”. Halimbawa, hikayatin ang grupo na magbigay ng halimbawa ng kilos or behavior na nakita nila nakatulong or hindi nakatulong sa paggawa ng task. Participants become aware of how specific actions affect the success of the team. Allow each person to share their own ideas and thoughts.



Just as a group needs to participate in icebreakers or warm-up activities before getting started with more difficult challenges, the debriefing activity has a sequence to the types of questions you should use. The debrief sequence can be broken into three parts: What, So What, Now What.

The first stage allows the group members to review what happened, the second stage helps them to see its relevance, and the final stage allows them to think about ways they can relate the insights back to their lives.

These stages correspond to the reflection, processing, and application phases of the Experiential Learning Cycle described earlier. The Experiential Learning Cycle can be simplified to What, So What, Now What.

The **What** are the experiences that the participants just had:

- What dynamics did the group observe in the activity?
- What things did the participants do well?
- What behaviors helped the group accomplish its task?
- What behaviors hindered or slowed down the group?
- What things do they still need or want to work on?
- What roles did the participants take?

So What can the group learn from this experience? How can we connect what we just did in our teambuilding activity to the work that we do together as a group? Some other “So What” questions are as follows:

- Was your role in this activity a typical role for you?
- In this activity, you said you felt _____. Do you ever feel that way at work/school/home? How do you deal with those feelings there?
- What strengths did you bring to this group activity?
- What was something you needed from the group in this activity?

What...So What...Now What?

The **Now What** addresses what the participants will do with their new knowledge. Questions that might be used in the “Now What” portion of a debrief are as follows:

- How can you use this learning at home/work/school? What are some obstacles to implementing what you have learned? How can you overcome these obstacles?
- What helped you accomplish your goals? What will you need from others to implement your plan elsewhere?
- If you were to develop a toolbox for school/home/work, what would be in there?
- Now that you have tackled challenges in activities, what issues will you tackle at home/work/school?

:

Ano ang nangyari?

Ano ang maari nating matutunan mula sa nangyari?

Saan/Paano natin magagamit ang ating mga natutunan?

In running the ELSA program, you shall be generally working with small groups (30 to 40 participants). In this setting, facilitators are expected to perform the following basic functions:

Active Listening
Clarifying

Reflecting Back
Linking

Conveying Acceptance

The facilitator **actively listens** to both content and feelings as a member of the group expresses herself and fully grasps the total meaning of the message. The facilitator further checks the total meaning for accuracy by **reflecting back** or paraphrasing the essence of what was expressed. This **clarifies** the speaker's thoughts, feelings, and attitudes for the speaker as well as for the group.

Such interest and comprehension, consistently manifested by the leader, will invariably encourage participation and free expression of ideas and concerns.

The facilitator also performs a **linking** function by connecting related ideas and what may initially appear as disparate thoughts unrelated to the main issue or theme under discussion. This linking function is premised on the recognition that each member's contribution—no matter how trivial it may seem—is, in fact, important to the speaker.

Conveying acceptance is another function that may spell the difference between active participation and resistance or passivity in the group members. The group facilitator therefore conveys acceptance in word, attitude, and behavior. Verbalization is descriptive, not prescriptive; objective, not judgmental. Furthermore, the facilitator refrains from using highly evaluative words and speaks a minimum of "shoulds" and "should nots". She gives unsolicited advice sparingly, and avoids moralizing.

An essential sixth function of the facilitator is **achieving humanness**, a sensitivity to one's own humanness as well to the humanness of individuals in the group. It implies appreciating people's strengths, limitations, and potentials, and quickly affirming these in the group members.

Processing Skills

Ask open-ended questions...	Ano ang inyong masasabi? How was the experience?
Focus on feelings...	Ano ang inyong nararamdaman? What is everyone feeling right now? (e.g., one word to describe your feelings?)
Paraphrase / Ulitin ang nasabi...	You must have felt relieved, etc.
Draw out learning...	Ano ang natutunan natin mula sa activity?
Focus on one issue at a time...	We want to move on to that. Let's see what else is there on this topic.
Monitor Verbal and Non-verbal Behavior constantly	Look signs of confusion, boredom, anger,
Test out perceptions	Ano ang palagay/naiisip ng iba?
Appropriate self-disclosure	Lubos akong natutuwa sa inyong mga naiisip...
Ask the group to summarize	How could we summarize what we've done?
Review	Balikan natin ang ating natutunan...
Focus on the behavior	Ano ang kanyang ginawa/nakita mo?
Explore more deeply	May nais ka bang idagdag sa mga nasabi? Maaari ka bang magbigay ng halimbawa?
Ask the group to self-assess	Ano ang nangyayari sa grupo? Ano ang mga behavior na nakakatulong? Hindi nakakatulong?
Interpreting	Tama bang sabihin na ang inyong kilos ay nagpapahiwatig ng takot or kaba?

Facilitator Do's and Dont's for Processing Experiential Learning

From Clifford E. Knapp, The Art and Science of Processing Outdoor Experiences

A facilitator should model the following:

1. Accepts individuals, but not all behavior
2. Self-discloses thoughts and feelings when appropriate
3. Invites others to self-examination by confronting them directly
4. Identifies individual and human relations issues.
5. Emphasizes the “here and now” events.
6. Becomes involved with the group interactions through empathy and caring.
7. Observes body language and draws accurate inferences from it. (POA)
8. Listens to and draws out others through questions.
9. Gives praise and words of encouragement to others.
10. Supplies useful information about the experience when appropriate (Feedback)
11. Creates a climate of trust and safety through enforcing certain rules and norms.

Things that should not be done while processing:

1. Do not attack the personal worth of the participant.
2. Don't compare students to others.
3. Do not use peer pressure.
4. Allow only one instructor at a time to talk with the student.
5. Refrain from physically helping a person to complete a task.
6. Never physically push someone from an element.
7. Don't lose your temper.
8. Don't push people to far.
9. Avoid a competitive or carnival atmosphere.

Some Strategies to Make your Processing more Effective

- Use the “power of circles” for debriefing. Suggest participants sit or stand at the same level and shoulder to shoulder.
- Address and resolve issues for each participant. Try not to leave any “unfinished business”.
- Maintain eye contact while speaking and with participants who are speaking.
- Let participants know nonverbally when it is their turn to share.
- Create “debrief guidelines” that the group should recognize. A Full Value Contract is a useful tool.
- Be aware participants will typically resist debriefing at first. It is probably not how they have processed information in the past.
- Respect participants and what they share.
- Encourage those who are not participating to speak by asking them direct, fair, and exclusionary questions.
- Learn from each facilitation session. Seek evaluation from peers, learners, and yourself.
- Sit across the circle from a co-facilitator and establish non-verbal cues to communicate while facilitating.
- Discretely note events of the activity and refer to these when asking direct questions.
- Keep in mind: What, So What, and Now What”.
- Use humor and creativity appropriately.
- Keep notes on participant’s learning’s and goals. Use these to facilitate growth.
- Provide necessary and appropriate processing time.
- Challenge participants by asking difficult questions.
- Resiliently seek deeper meaning within answers.
- Read about group and individual processing. Understand and apply theories.
- Challenge participant’s statements appropriately. This may enable thoughts to develop into understandings.
- Utilize solution-oriented techniques. Ask learners questions about experiences, successes, achievements, and how the success can be replicated both directly and indirectly.

Some Strategies to Make your Processing more Effective

- Support responses being legitimately visually interested in what they are sharing.
- Maintain open line of communication outside of debrief sessions.
- Be approachable.
- Use creative, alternative forms of debriefing (Art).
- Know your audience.
- Speak in manner they will understand, respect, and support.
- Do not curse.
- Borrow techniques from other facilitators. Seek opportunities to observe your peers.
- Be energetic. Your group will most likely reflect your energy.
- Integrate food into debriefs. Food releases a pleasure chemical in the mind. (Snacks or meals are good after intense debriefs. It seems to help relax and reenergize the learners).
- Practice your speaking techniques in front of groups of people. Be more active in conversations with strangers whenever possible.
- Write and plan questions that may be helpful during debriefs.
- Remember to laugh. Don't take yourself too seriously.
- Attend conferences and go to sessions and workshops on facilitation and processing.
- Allow learners to stay connected with the event during debriefs by suggesting contact with activity related objects.
- Define and plan your outcomes beforehand (Recreational, educational, developmental, and therapeutic) and structure debriefs accordingly.
- Practice your questioning techniques on people you meet: friends, family members, roommates, etc. Hone your skills.
- Set goals for your future debriefing ability.
- Read or seek experiences appropriate to learning sessions.
- Speak clearly when you ask questions and provide clarification and connections.
- Use examples from the experience and real life.
- Create a journal that speaks to expected outcomes from each experience.
- Take photos and collect non-private writings during the sessions and send them to your learners post experience.

My thoughts about Processing Experiential Learning

My thoughts about Processing Experiential Learning

EYLC PROGRAM METHODOLOGIES

The process or methodology by which a learning objective is met is key to its success. Finding the appropriate methodology requires a keen understanding of the group's needs and what works for them. A clear learning objective coupled with a process that does not connect with the participants will be ineffective.

Methodologies used in EYLC serve two important purposes:

1. They provide a means for the participant to learn the specific learning objective outlined in the program.
2. They keep the participants interested and involved in the training so that learning is enhanced.

There are three general criteria that you must take into consideration when you are selecting methodologies to use. Keep these three general criteria in mind and consider the advantages and drawbacks of specific training methods.

Criteria

The Learning Objective

Will the method most effectively lead the participants toward the accomplishment of the learning objective?

The Learners

Does the method take into account the group size, experience levels, and other special characteristics of the group?

The Practical Requirements

Is the method feasible given the physical environment, time, materials, and any cost limitations you have?

Most of the activities identified in the program have prescribed methodologies that complement its learning objectives. In some cases, facilitators may make adjustments or select a different methodology as he or she deems appropriate.

The processes used in EYLC have been tested and have proven themselves effective in other youth oriented programs.

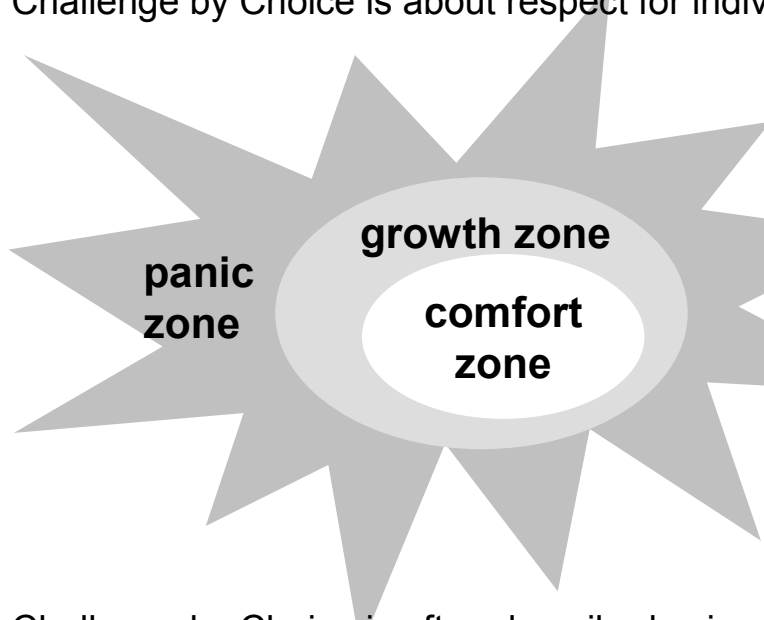
Challenge by Choice

Challenge by Choice is a basic concept that says each individual has ownership of his or her experience. The participant has the right to make his or her own decisions regarding the level of challenge they choose to accept. He/she may choose a different way to be involved with the group.

It is a chance to try potentially difficult and/or frightening challenges in an atmosphere of support and care.

It is a chance to try difficult tasks, recognizing that the attempt is more significant than performance results – EFFORT.

The opportunity to “back off” when performance pressures or self-doubt become too strong, knowing an opportunity for a future attempt will always be available. Challenge by Choice is about respect for individual ideas and choices.



Ang inyong participants ay binibigyan ng pagkakataong mamili ng level ng kanyang pakikilahok sa mga challenge. Mahalagang sila ay makalabas mula sa kanilang comfort zone at sumubok ng mga bagay sa kanilang growth zone upang matuto.

Challenge by Choice is often described using zones. The comfort zone is in the center. As facilitator, encourage your participants to find their growth zones. This is an area where a great deal of learning occurs. When a person remains in the comfort zone, or when they are pushed too far and are in the panic zone, learning does not occur. It is important that people respect other's areas of comfort.

Full Value Contract

James Neill

A Full Value Contract (FVC) is a set of values, norms, or ground rules that the group establishes and agrees to use for their time together. The FVC

- Allows each member of the group to have a voice in creating group norms,
- Empowers participants by allowing them to create the FVC, and
- Ensures that these values will allow the group to work toward their common goals.

The FVC asks participants to fully value themselves, fully value the other members of the group, and fully value the environment—this includes the physical environment and the group environment.

The FVC asks for the following four commitments:

1. To work together to achieve both the individual goals and the group goals
2. To adhere to a certain safety and group behavior guidelines
3. To give and receive honest feedback
4. To increase one's own awareness of when we are devaluing or discounting ourselves or others and to make a direct and conscious effort to confront and work toward changing this behavior.

Ang FVC ay isang kasunduan o kontrata ng grupo. Ito ay kadalasang ginagawa sa small discussion groups ng EYLC. Ang FVC ay magsisilbing gabay sa mga kilos at gawain ng grupo at upang ang participants ninyo ay magkaroon ng pagpapahalaga sa sarili at sa mga kasama at higit na pakikilahok sa grupo.

Halimbawa ng FVC mula sa EYLC

- Give your best
- Safety first
- Express yourself
- Respect each other
- Be responsible

Safety

Both **physical and emotional safety** should be primary considerations as you conduct your program. In creating an environment where the participants feel secure, please consider the following general guidelines:

Emotional Safety

Introduce or review the philosophy of Challenge by Choice. This philosophy ensures that group members willingly choose to participate and challenge themselves with the expectation that their choices will be supported by the group. Anyone who does not wish to participate in a particular way can be asked to play a different role. Some alternative roles might include that of a spotter, a quality-control person who ensures that the group is sticking to the guidelines, or an observer who can report back to the group upon the completion of the activity.

Especially, when working with younger groups, establishing a Full Value Contract or “rules of conduct” for the day may be necessary. The group can initiate these; they might include an agreement to listen to one another, to avoid making derogatory comments regarding gender, body size, and so forth, and to be present and focused during the day.

Physical Safety

Emphasize the importance of physical safety to the group. Ask group members to use behaviors that are safe for themselves and for the group, and to speak up if they are not comfortable with something another person is doing or is about to do. Part of introducing each activity should include safety guidelines for participants. The specific safety considerations for each activity are listed in the activities section of this manual. As well as being an observer during the activity, your primary responsibility should be to ensure that the activity is conducted as safely as possible. This includes spotting all participants as they move on any elements that are above the ground. It may also involve clarifying the rules regarding jumping, throwing, and so on.

Spotting

Spotting is a technique that can help protect participants from serious injury should they fall during an activity. The primary purpose is to protect the important parts of the body (head, neck, shoulders, and back) from contact with the ground or any solid object if a fall would occur. The purpose is to support, not catch, the participant. If a participant falls, the spotters reach for the torso, brace themselves, and as gently as possible support the head, neck, shoulders, and back.

Modeling the proper spotting techniques as you explain them to the group is important. Be sure to emphasize that the group members should take responsibility for spotting one another and keeping one another as safe as possible. The following are some general guidelines for spotting during most activities:

- *Arms raised to meet the middle section (torso) of the person being spotted.*
- *Feet should be at shoulders' width apart, with one foot slightly ahead of the other, knees slightly bent.*
- *Hands may be closed loosely to prevent fingers from being bent or injured.*
- *If the distance between the spotters and the participant is small, the hands may remain open with the thumb held close to the palm.*
- *Eyes should be watching the participant at all times.*



<p>Reflection Sessions (Personal Time, Journal Writing, Letter Writing) Participants spend time by themselves to reflect on their learnings and realizations. To enhance their realizations from the activities, participants are asked to reflect and write their thoughts and ideas in their journal notebook.</p>	<p>Presentation/Lecture Session: The facilitator or a speaker orally presents new information or shares to the participants in plenary. Creative approaches in presentations or lectures include a TV-talk show format or interview format to keep your participants interested.</p>
<p>Group Discussion/Processing Sessions: The facilitator guides the group in sharing and discussing a particular topic. This is usually done in a small group of 8 to 10 participants. EYLC activities such as life journey and personal vision are followed by small group sharing to allow participants to share their output and listen to the outputs of others.</p>	<p>Recap Sessions are especially helpful in re-focusing the participants back to the objectives at hand and to review past learning and insights so they can be connected to the next set of activities. It is recommended that participants be given the task of recapping the learnings of the group for the benefit of everyone. Time for recap session have to be allotted regularly during the duration of the program. An example is to hold recap sessions at the beginning to recap the learnings of a previous session and to hold another at the end of the day or session to recap the learnings and insights that have transpired.</p>
<p>Prayer Sessions: In seeking to create leaders grounded and guided by their faith, prayer sessions are important</p>	
<p>Teambuilding Sessions challenge the group in a variety of problem-solving tasks ranging from simple to complex. The teambuilding sessions are normally done outdoors and are the peak activities that emphasize the skills of trust, communication, collaboration, and cooperation. Please refer to the section on experiential learning for an in-depth discussion on this type of session.</p>	<p>Energizers or icebreakers are often used at the beginning of the session to raise the energy of the group or to wake them up. Facilitators may lead the energizers or this may also be delegated to participants. Energizers can take the form of games, stretching exercises, group cheers, clapping techniques, etc.</p>

The previous page shows the various methodologies used in EYLC. Below is the process flow of activities and methodologies used for Day 1 (the process flow for the other days are found in section 1). Notice that the methods are consistently varied. This will help make the program more interesting and allow for greater response and learning for the participants.

EYLC: DAY ONE	
8:00 AM	Arrival & Registration Breakfast *Tour of the Camp Venue (for the teachers, principals, chaperones)
10:00	Welcome & Orientation - ENERGIZERS (plenary) Introduction of Camp Organizers, Welcome Games, Introduction to EYLC
11:00	Session 1: Full Value Contract (workshop) Expectation Setting, Phantom Feedback, Full Value Contract
12:00	Reflection & Prayer Time: REFLECTION/JOURNAL WRITING SESSION
12:30	Welcome Lunch
1:30 PM	(plenary) FVC Team Presentations
2:00	Boy-Girl Talk
2:30	Session 2: Islamic Leadership – LECTURETTE/TALK (plenary) Islamic Leadership Talk, Open Forum (workshop) Group Discussion, Journal Writing
3:30 Break	Reflection & Prayer Time
4:00	Session 3: Self-awareness – WORKSHOP AND GROUP DISCUSSION/SHARING (plenary) Johari Window, Light & Shade
5:45	Reflection & Prayer Time
6:30	Dinner
7:30	Continuation of Session 3 – GROUP DISCUSSION AND SHARING (workshop) Life Journey
10:00	Lights Out

Workshop Group Discussion Guidelines

The primary activities of the small group or the workshop group are listening and sharing and its attitude is one of valuing and respecting each other, even when there are differences.

“The first requirement for effective group discussions as a method for development is a strong commitment to the belief in the importance and value of the individual and a recognition that each of the individuals has a unique contribution to make that is shaped by his own background. Experience and beliefs.” – Carmela D. Ortigas

The workshop group discussion is a venue for dialogue, for understanding the insights and perspective of others and deepening, in the process, your own. It is not a venue for debate or argumentation. Disagreements may be expressed but the discussion is not the venue to settle these disagreements.

- Have the consideration to listen and understand and the courage to share.
- Manage the time allocated and make sure all have an opportunity to share.
- Speak in the language of your heart, the one that you are most comfortable in.
- Share you own thoughts, feelings and insights. Personalize. Do not generalize, intellectualize, or speak for others. Use “I”, not “we” or “they”.
- Make use of your free time in between official sessions to dialogue on any “unfinished business.”

Guide Discussion Questions

- *Ano ang inyong nararamdam ngayon?*
- *What ideas, thoughts, experiences were meaningful to you? What made the most impact on me? Why?*
- *Aling idea o karanasan ang mahalaga sa akin? Bakit ito mahalaga?*
- *What major personal insights(s) have I developed from the inputs? How do you feel about these insights?*
- *Anong mahahalagang aral ang aking natutunan mula sa naranasan ko sa mga activities?*
- *What am I thinking of doing because of these insights? What possible applications do I see in my own life and experience?*
- *Paano ko magagamit sa pang araw-araw kong buhay ang mga aral na ito? Saan ko ito maaaring magamit?*
- *What insights or possible applications do we have in common? What can we do together?*
- *May napansin ba kayong idea o karanasan na magkatulad?*

Experiential Processing Methods you can use

Teambuilding supports the notion that by actually experiencing communication, trust, support, and problem solving, people learn better than by simply discussing these issues. The same can be true during the debrief of an activity. The following are suggestions for including some more experiential ways of processing into a teambuilding activity:

Dyads Processing

At the end of the activity, ask each person to find a partner with whom they did not work with during the activity. Ask them to share two or three specific observations about the activity with one another. You can do this as you move from one activity location to another. Upon arriving at your destination, ask them to share the similarities and differences about their discussions with the larger group.

Postcard Debrief

The facilitator needs to gather postcards with various pictures conveying: leadership, communication, surprise, happiness, discomfort, joy, risk taking, peer pressure, friendship, competition, sexism, and so on. Upon the completion of an activity, lay the postcards out for all the group members to see. Next, ask the participants to pick a postcard that they feel represents something that happened with the group during the previous activity or during the day. Conduct a “go around,” asking each member to tell the group why they picked up that specific card. OR Have the group come to a consensus and choose one or two cards that best depict what happened during the activity. This should bring about a lot of discussion.

Thumbs-Up

Upon the completion of an activity, ask the group a specific question such as:

- *Do you feel that the group worked together as a team?*
- *Do you feel that the group communicated well during this activity?*
- *Did you feel like you were a part of the planning process?*

Or ask questions that specifically relate to the group. After you ask this question, the participants should answer with a thumbs-up, thumbs-to-the-side, or thumbs-down in relation to how true they feel the answer is to them individually. A discussion may take place regarding the different thumb positions—simply ask why they answered that way.

Forced Choice

This activity allows people to look at their roles or preferences with regard to one or more situations. In order to do the activity, first draw or make a straight line on the ground. Tell the group that you will be asking them a question (or more than one). For each question, they will need to make a choice. One side of the line will represent one option, while the other side will represent the second option. Be sure to stress that there are no right or wrong answers. This activity simply provides an opportunity to see how others felt and how they see themselves. Here are some sample questions that you may want to use:

- *Do you tend to be a follower or a leader?*
- *In the last activity, were you a talker or a listener?*
- *Is it harder for you to ask for physical support or emotional support?*

You can then use these choices as a springboard for further discussion.

Drawing the Experience

Ask each person to draw a picture that represents some aspect of his/her experience. Encourage creativity rather than artistic ability. Suggest that they keep the pictures simple and use symbols from the natural world to represent their experiences. Ask each person to find a partner and sit so that they can communicate but not see one another's papers. Have them describe their pictures to their partners without showing them the picture. The goal is for the other person to try to exactly duplicate their partner's picture. Have them switch roles and then discuss how close they came. This activity can help people "feel" someone else's experience through drawing what they felt. This exercise stresses the need for clear communication.

Letter Writing

Give each person a piece of paper and an envelope and ask them to write a letter to themselves explaining what they gained from the experience. Have them address the envelope and seal it. Collect the letters and then mail them in a few months as a reminder of the experience.

Trust Statements

You can do this activity as one large group (7–12 people) or in smaller groups (2–6 people). Give each group member a pencil and piece of paper, and ask them to complete the following sentence: "In order for me to trust a person or group, I need them to _____." After everyone is finished, have all members place their pieces of paper in the center of the group, and then ask each person to pick up one of them and read it aloud to the group. After all of the pieces of paper have been read, allow the group to discuss any or all of the ideas written down. This is a great way for people to share their true concerns without having to speak up in front of the whole group.

CONTINUING THE EYLC: A LEADERSHIP PROGRAM FOR YOUR HIGH SCHOOL

The EYLC program dreams to develop more servant leaders from among the youth in Mindanao. 250 youth leaders have participated in EYLC since it started in 2005. We realized that we need to do more. Participants return to your school as better leaders and stronger, more driven persons because of their EYLC experience.

Your challenge is to create an opportunity for more of your student leaders to experience the same type of leadership training inspired by EYLC in your own school. YOU are the key to making this happen.

This section outlines the aspects that you will need to focus on in order to successfully implement your own leadership program.

GETTING STARTED: LAYING THE GROUNDWORK FOR YOUR OWN LEADERSHIP PROGRAM

(patterned after Consuelo Foundation Inc.'s Skills for Life Program)

1. Forming a Program Leadership Team
2. Planning for Implementation
3. Implementing the Program
4. Evaluating the Process and the Results
5. Institutionalizing the Program

Forming a Program Leadership Team

A core leadership team composed of 3 to 5 committed persons would be enough. Make sure to involve your various stakeholders in the leadership team.

ELSA recommends that the following groups or individuals be part of the team:

- School administrator (usually the principal) to serve as the head
- Faculty adviser (usually the SBO adviser) to serve as program coordinator
- Representative from the PTCA
- Current Student-Leader (can be the student council president)
- Alumnus of EYLC.
- Apprentices from the faculty for exposure and training

This team includes the trained staff that will lead or support the program and the principal or administrator. A team member—teacher, administrator, or parent—should be designated as the leader or coordinator. These individuals must work well together to ensure that all aspects and concerns of the program are well attended to.

Successful implementation of your leadership program will require the commitment of individuals who possess a special blend of skills and personal characteristics. The following competencies and skills have been adopted to assist you in developing an excellent program team.

Program Leadership Team Members

- Is a Teacher-Facilitator
- Believes in the positive potential of all young people.
- Has a student-centered, facilitative approach to teaching and learning
- Uses cooperative learning strategies that address many learning styles
- Builds and maintains strong relationships with peers, young people, and their families
- Demonstrates a positive, caring, optimistic attitude
- Is a creative and flexible communicator and problem solver
- Demonstrates teaching competencies; i.e., listening, asking open-ended questions, responding with acceptance, reflecting and celebrating diverse opinions, and creating a nurturing classroom environment

Principal or Administrator and Program Coordinators

- Communicates a strong commitment to the goals of the program
- Demonstrates a group-centered leadership style
- Upholds a learner-centered approach to teaching and learning
- Serves as an advocate for teachers and youth.
- Demonstrates skills in establishing effective home-school-community partnerships
- Establishes a positive learning environment

The active involvement and support of the school principal or another key administrator is encouraged. Ideally, the principal will champion the program and provide the necessary leadership to ensure its success.

Planning for Implementation

Planning is crucial to the success of your program. Once a program leadership team has been formed, begin to map out the details of your program. As mentioned earlier, you may decide from either a continuous program implementation or a staggered implementation. There are pros and cons to each so make sure to assess all aspects during this stage. The next page provides you with a worksheet so you can begin to weigh what implementation model is best suited to your situation.

Build Support

The program leadership team is composed of representatives of the various stakeholders of the program. This does not mean however that support will easily come. The best way to build support for your program is to communicate the program's goals, objectives, and positive effect it will have on its participants. Be ready to present initial plans to the people whom you shall draw support from and remain open to the ideas and suggestions that may come out along the way.

Define Responsibilities and Outline Tasks

Define the responsibilities of the team members clearly. Who shall be responsible for what? Who can best perform a specific responsibility? Also, anticipate everything that needs to be done at the beginning. A chart to map out all the steps and things to prepare will be helpful. The planning worksheet provided gives you a simple template for your initial planning stage. Feel free to adjust the responsibilities according to your needs.

How would your leadership program proceed? Ano ang pinakamainam na schedule para inyong programa? Isulat lahat ng mga maisip ninyong pros at cons para sa continuous option o staggered option sa inyong paaralan.

	PROS	CONS
Continuous		
Staggered		

Planning Worksheet

	Needs/Tasks: <i>Ano ang mga kailangang ihanda bago ang programa?</i>	Concerns/Issues <i>Ano ang nakikita ninyong challenge o hadlang sa mga tasks ninyo?</i>	Person In Charge <i>Sino ang may kakayahang pamunuan ang aspetong ito</i>
Resource Mobilization • <i>Tagalikom ng mga kagamitan at pondo para sa programa</i>	<i>Ex: Pag-aralan ang mga gastos at mag-ipon ng pondo (5,000)</i>		
Logistical Arrangements • <i>Taga-coordinate ng mga pisikal na kaayusan, security at pagkain para sa programa</i>			
Program Flow and Facilitation • <i>Tagapangasiwa sa daloy ng programa at magsisilbing head facilitator.</i>			

Selecting Participants to your Leadership Program

While the program will potentially benefit all your students, realistically, the program can be efficiently conducted **only for groups of 30 to 40 participants at a given time**. For every group of 30 to 40, there should be at least 5 to 10 volunteer facilitators and staff to manage and facilitate the program

You have the prerogative to decide on who shall be participating in your leadership program. We suggest that you adopt a screening process to determine students that exhibit greater interest, commitment, and readiness for undergoing the EYLC program.

Please take time to develop a holistic set of criteria; one that takes into consideration the academic, social, emotional, and psychological aspects of the person

Once you have selected your participants, determine groupings beforehand in accordance to the activities lined up. Group them for the activities as follows:

Discussion Groups

- Grouping for small group discussions
- 8 to 10 participants per small group
- Grouped randomly

Challenge Groups

- Grouping for challenge activities
- Balanced mix of members with good representation in terms of gender, geographical area, religious belief, cultural background
- Encourage interaction with young leaders from other areas
- Separate males from females*

***Rooming Buddies** (for overnight camps)

Implementing the Program

Gamitin ang guidebook na ito habang kayo ay nagfafacilitate ng inyong programa. Balik-balikan ang mga natutunan at ang iba pang gabay na nakasulat dito.

Keep in mind your learnings from our training and constantly review the ideas presented in this guidebook. When you implement your program, remain calm and flexible. It is possible that schedules will change and need to be adjusted and that the group will be easy or difficult to handle. Simple rely on your knowledge as a teacher-facilitator to handle the situations that may arise. It is by doing that we learn best. As you implement your program again and again, you will become better at facilitating and be more confident in practicing your skills.



Evaluating the Process and the Results

Evaluation is essential but it need not be complex. It involves gathering information and reporting it to interested people, such as parents, administration, other teachers and staff, and sponsoring groups. Evaluation might involve a before-after comparison of behavior to checked whether or not there is a difference.

Evaluation of your participants can be done on various levels:

Level 1:

- *Did the participants enjoy their experience?*
- *Did they find the activities, methods interesting?*

Suggested Method: Rating Sheet

Level 2:

- *Did the participants learn from their experience? What did they learn?*
- *Are these the learnings that we want them to realize or gain from the experience?*

Suggested Method: Survey Questionnaire, Interview, Focus Group Discussion

Level 3:

- *Do you observe any change in the behavior of the participants after undergoing the program?*
- *Is the participant applying what he/she learned? In what ways is he/she doing this?*
- *Is this behavioral change directly related to the program?*

Suggested Method: Observation by teachers and peers, Survey Questionnaire

Use the data you have gathered from your participants to improve your succeeding program.

Institutionalizing your program means that commitment for the program have been obtained at all levels—from the administration, to the parents to the faculty, staff and students. All work together to bring about lasting positive change.

Conditions for Continued Success

- **An advocate at the administrator level:** Someone who has the power and authority at the top supports the program.
- **Ongoing support for school staff:** There are program workshops for to train new facilitators and opportunities for staff to meet on a regular basis to discuss successes and challenges.
- **Available funding and resources:** The process for identifying and obtaining revenue to support the program is clear
- **Parent and community involvement:** Parents and community members are kept informed about the program. Concerns are addressed. They have opportunities to actively participate in planning and implementation.
- **Ongoing evaluation:** Program evaluation is used to refine the program and make improvements for the future.

EYLC In-School Youth Engagement Program Partners:

*United States Agency for International Development
Education Quality and Access to Learning and Livelihood Skills Project
Ayala Foundation Inc.
Ayala Young Leaders Program Secretariat
ELSA In-School Youth Engagement Program Secretariat
Ramon Aboitiz Foundation, Inc.
Kool Adventure Camp Team
Ninoy and Cory Aquino Center for Leadership
Consuelo Foundation*

References:

*Consuelo Foundation Inc.'s Skills for Life Program Guide
Ortigas, Carmela D. Group Process and the Inductive Method: Theory and Practice in the Philippines, 3rd Edition 2003
Strategic Human Resource Development Program Manual, Ateneo Center for Organization Research and Development, 2005
4H Teambuilding Facilitation Manual: A Guide to Leading and Facilitating Teambuilding Activities
Kool Adventure Camp Facilitator's Manual, 2005
EYLC Program and Facilitator's Manual, 2006 & 2007*

ELSA YOUNG LEADERS CAMP:

PROGRAM DESIGN AND ACTIVITIES

DEVELOPED WITH THE HELP OF:

- ***RAMON ABOITIZ FOUNDATION***
- ***KOOL ADVENTURE CAMP***
- ***NINOY AND CORY AQUINO CENTER FOR LEADERSHIP***
- ***AYALA FOUNDATION AND THE AYALA YOUNG LEADERS SECRETARIAT***

ALL ABOUT ME: PERSONAL CLARITY AND AUTHENTICITY

Personal Clarity and Leadership: Leadership is about who you are. This section aims to guide young leaders through the process of self-reflection and help them gain deeper insight into their personal gifts, experiences, dreams, and values. In doing so, they gain a better understanding of their abilities and areas for improvement thus leading them to realize their innate and unique potential for leadership.

There are many ways of guiding participants to assess themselves. For the purposes of our ELSA Young Leaders Camp, we have identified the following key areas of self awareness:

1. Personal Strengths and Gifts
2. Personal limitations/weaknesses and area for improvement
3. Personal Experience or life journey/history
4. Personal values
5. Dreams

The activities for this module are designed to help participants gain an understanding of the elements of themselves enumerated above. The activities also aim to develop in the participants the following skills and attitudes:

1. Personal Clarity through reflection
2. Self assessment
3. Positive outlook in life
4. Integrity in living out personal values

Goals:

- To identify personal strengths and areas for improvement
- To cultivate the attitude of openness to feedback
- To introduce the skill of giving feedback and self-reflection
- To develop an action plan for self improvement
- To celebrate and appreciate one's gifts

INTRODUCTIONS

- ☐ Expectation Setting
- ☐ Challenge by Choice
- ☐ Experiential Learning Concept
- ☐ Groupings
- ☐ Setting of group norms (FVC)

Camp Name

Group Name

Group Cheer

ICE-BREAKERS

1. Celebrations (Hand-shakes)
 - a) Ordinary
 - b) Touch Hug
 - c) Lapu-lapu
 - d) Wiwi the Dog
 - e) Milking the Cow
 - f) Lumberjack
 - g) Starbucks
 - h) Group Hug
2. Tag Games
 - a) Worm-Butterfly
 - b) DPWH
 - c) Band-Aid
 - d) Link-Up
 - e) Rock-Paper-Scissors
 - f) Evolution
3. Others
 - a) Everybody Up
 - b) Moon Ball
 - c) Angels and Devils
 - d) Asoko
 - e) Zipzap
 - f) Grab the Finger
 - g) Fish, Elephant, Monkey
 - h) Snake's tail
 - i) The Wave/Butt-off
 - j) Assassin
 - k) Scavenger Hunt
 - l) Hula Hoop Pass/Cat and Mouse
 - m) Continue the Story
 - n) Stand By Me

GETTING-TO-KNOW-YOU Activities

1. Self-Intro: Real Name and Camp Name with Gesture
2. Name Toss/Group Juggles
3. Line-up (Straight and Circle)
4. Silent Interviews
5. Which Side of the Road Are You On?
6. Have You Ever?
7. Two Truths and a Lie (in small groups) or Believe It or Knot
8. Peek-A-Who

Configuration Circle

Mechanics

1. The whole contingent forms a big circle.
2. The lead facilitator instructs the participants to note their current spot and remember the names of the people at their left and right. This will serve as their original position.
3. Going clockwise, each member shouts out their camp name. The goal is for the whole team to complete the cycle in the shortest possible amount of time. The lead facilitator used a stopwatch to measure the time.
4. Several rounds can be done to break the previous record.
5. Variations can be done such as re-arranged themselves alphabetically based on their camp names, therefore, participants found themselves arranged in a different order in each attempt to break the record.

Bumabagyo, Bumabagyo!

Mechanics

1. The whole contingent forms a big circle.
2. The lead facilitator calls out “Bumabagyo, Bumabagyo!”(then the participants will ask “Saan?”), a response from the facilitator will follow for example “sa mga may suot na blue shirt”.
3. If the response applies to the participant, he or she has to exchange position with another person of the same. If it doesn’t apply, he or she will just remain in place.
4. The person, who is left without a spot to occupy or never did change his or her position, will be the one to warn the group “Bumabagyo, Bumabagyo!”

Pick-A-Who!

Mechanics

1. The entire group is divided into 2.
2. A huge tarpaulin is used to hide the two groups from each other. All participants were instructed to position their IDs on their back. Each group chooses one person to represent the team. When the tarpaulin is taken down, each representative’s goal is to name the other person’s camp name. The first one to name his or her opponents camp name gets a point. At the start of each round, the tarpaulin is drawn up while the group chooses a new representative. Variations of this game include:
 - Having two or more representatives for each group.

Charades

Mechanics

Chosen representative faces his or her group and the rest of his or her group will have to describe in words the representative of the other group. The first representative to guess right will get a point.

LIGHT AND SHADE WORKSHOP

Learning Objectives	Materials
<p>By the end of the activity, the participants would have been able to...</p> <ul style="list-style-type: none"> • Identify personal strengths (lights) and areas for improvement (shades) • Practice the skill of reflection and self-assessment • Appreciate their gifts • Identify steps for improvement 	<ul style="list-style-type: none"> • Meta Card (at least 10 per participant) • Pentel pens or other writing instruments
Duration: 2 to 3 hours for the entire activity	

Process Flow

1. Distribute meta-cards to participants
2. Ask participants what they associate with each of these two terms: LIGHT and SHADE
3. Use the word associations to explain that we all have our own LIGHTS and SHADES.
 - a. LIGHTS
 - i. What I like about myself
 - ii. What I do well
 - iii. Things I have done I am proud of/happy about
 - b. SHADE
 - i. What I want to change about myself
 - ii. What I am not very good at doing?
 - iii. Things I regret I have not done or not done enough of
4. Ask participants to identify their own lights and shades and write them on meta-cards.
 - a. Lights on the brighter colored meta-cards, shades on the darker colored meta-cards.
 - b. One light or shadow per meta-card
 - c. Write only a word or a phrase. Do not write a whole sentence.
 - d. Ask participants to write in large letters.
5. After all participants have finished writing, ask them to stick each LIGHT and SHADE on the part of their body that they associate with it. (Example: A meta-card with "Kind" written on it may be placed on the chest)
6. Ask participants to form triads with one person they do not know well and another person they know well.
7. Triad will share their lights and shades
8. After all triad sharing is over, ask participants to go around to get to know other participants' Lights and Shades. Give 3-5 minutes for this.

Suggested Processing Questions and Processing Flow

<ul style="list-style-type: none"> • How did you find the activity? • What did you find easier to share, your lights or shades? Why? • To whom did you find it easier to share, the person you did not know well or the one you knew well? What made it easier or more difficult? • Did you discover anything new about yourself because of reflecting about yourself or getting to know other people better? • How has the activity been helpful to you and to the group? • What insights can we draw from the activity and from what was shared? 	<ul style="list-style-type: none"> • Ano ang masasabi ninyo tungkol sa ating activity? • Ano ang masmadaling ikwento sa iba, ang inyong liwanag o lilim? • Kanino kayo mas nadaliang magkwento, sa taong kilala ninyo o sa taong hindi ninyo gaanong kilala? Bakit? • May bago ka bang natuklasan sa iyong sarili mula sa ating activity? • Anong aral o kaalaman ang inyong natuklasan mula sa activity at sa inyong sharing?
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Journal Session (Personal Reflection Time)

- Sense of self: How do I see myself (Personal SWOT)?
- How do others see me?
- What are my personal values, principles in life?
- What are the experiences or things in my life that are holding me back?
- What have I learned from these experiences?
- How do I use these to move on to become happier and more successful?

Notes from the activity

Lecturette on Johari's Window and FEEDBACK

The Johari Window is a tool that helps one gain a deeper awareness about one's self. There are four parts in the Johari's Window. The parts of the window are the public self, private self, blind spot, and potentials.

	SELF	
OTHERS	Public Self Alam ko at ng iba	Blind Spot Hindi ko alam, alam o napapansin ng iba
	Private Self Alam ko, hindi alam ng iba	Potentials Hindi ko alam, hindi alam ng iba

The **PUBLIC SELF** are things that we know and others know about ourselves. When we get to know more about our self through introspection and feedback from others, this part of the window grows bigger

BLIND SPOT includes things that we don't know about ourselves but others know and have observed about us. Growing in self-awareness means that we bravely try to learn more about ourselves in the eyes of others. While not all observations may be objective or even accurate, we must eventually learn to validate and balance these observations with how we understand ourselves. The challenge for us is to remain objective by seeking examples behind the examples given by others about us; be open and mature in receiving feedback, respectful of others' opinions and kind to ourselves.

It would be best to have a close set of friends or loved ones whom you can trust to give an honest and unbiased opinion about us. When people bring to our attention our blind spots, this part of the window gets smaller.

Our **PRIVATE SELF** are things that only we know and that others are oblivious about. Certainly, there will be things that we should be keeping to ourselves because of the sensitive nature of these truths. The more we share about ourselves to others; this part of the window gets smaller.

POTENTIALS contain things that nobody-not even you-know about. When we come to knowledge about this, this part of the window gets smaller. Take risks

In giving this lecturette, it is important that you, as a facilitator, provide examples from your own or other's experience. This will help your participants understand the concept better.

PHANTOM FEEDBACK

1. Facilitator prepares name strips containing the names of the participants
2. Participants draw names. Names must be kept secret.
3. The participants are briefed as follows:
 - a. The name you got is the person whom you shall be tasked to observe throughout the program
 - b. Observe the following discretely
 - i. What positive behaviors does this person show?
 - ii. What negative behaviors does this person show?
 - iii. How does this person show leadership throughout the activities?
 - iv. What can this person improve on?
 - c. Feedback will be given to the person on the last day.

Notes from the activity



LIFE JOURNEY

What is my life telling me about who I am?

Ano ang sinasabi ng aking buhay tungkol sa kung sino ako?

This module intends to cultivate in the participants the

- Skills of self-reflection, sharing, and listening
- Attitude of trust and respect towards others

By the end of this activity, the participants would have been able to:

- Know their selves better by identify the significant events and persons in their life journey.
- Open up and share with the group his/her life journey.
- Listen with respect and learn from the stories of others.

The **LIFE JOURNEY** activity is divided into two parts

Part A: Reflection and Drawing (45 minutes to 1 hour)

Part B: Sharing, Processing, Closure (1.5 to 2 hours)

To save time, part A may be conducted and the drawing given as an assignment. The sharing may be conducted during the next learning session.

Reflection Session

Materials: One-half Manila paper or one cartolina per participant, Crayons, Color Markers, Reflective Music

Duration: 45 minutes

Process Flow

1. Facilitator introduces the activity as follows:
 - a. People are shaped by their life experiences. Who we are today is the result of the influences of our past experiences and how we dealt with them. It is also the result of the influences of the significant persons in our lives. (Share an example of an experience and a person who influenced who you are now.)
 - b. Set the mood: We shall take a trip back in time to look at the movie of our life. Imagine you are watching a movie of your life journey.
2. Guide the participants with the following instructions:
 - a. You will now look back at your life so far and identify experiences and persons who have influenced you.
 - i. *What are the significant events in your life?*
 - ii. *Who are the important persons that helped you in your life?*

- iii. *What important and difficult challenges did you encounter? What was the result?*
 - iv. *What decisions did you encounter?*
 - b. Then illustrate these experiences and persons in the form of a life journey on the manila paper you have been given. Use the crayons and colored markers. Remember that the life journey you will illustrate should include important events and experiences that have influenced you to become who you are now. Also include the people who have been important influences to you.
 - c. Do not worry about your drawing ability. That is not important. What is important is what is in your drawing.
3. Allow participants to reflect and remember their life for 3 to 5 minutes before making them draw. Help set the mood for reflection through music. Participants are given 30 minutes for drawing.
 4. After 30 minutes, participants gather in their small groups and share their life journey.

Group Discussion Session: Life Journey Sharing

1. The facilitator reminds the participants of their agreements for sharing. It is important to stress the need for trust and respect during the session. Encourage attentive listening from each member of the group, saying that listening is an important characteristic of effective persons and leaders.
2. Each participant is given 5 minutes to share. After all have shared, facilitator processes activity with questions such as:
 - a. What did you find most interesting about the activity?
 - b. How did you feel when you were sharing?
 - c. How did you feel when someone else was sharing?
 - d. How did you feel about listening?
 - e. Is there anything new that you learned about yourself because of this activity? About others?
 - f. Is there anything that is different about you now that you have shared something about yourself? What might it be?
 - g. Is there anything you would like to say to anyone in the group?
 - h. Are there any common things that you in this group seem to share?
 - i. What insight(s) can you draw from this activity? (You may go around the circle and ask each member to respond to the question through one phrase or sentence.)
3. Synthesize learning, insights and applications.

Journal Entry/Personal Reflection Time:

What is my definition of leadership? Who do I consider as a leader? What are leadership norms?	Ano ang leadership para sa akin? Masasabi ko ba na ako ay isang leader? Ano ang mga katangian ko na
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INTERPERSONAL EFFECTIVENESS

Thinking beyond the SELF: leadership and those around me.

Leadership and working with others: Seldom do leaders succeed on their own. More often than not, successful leadership is one that is a result of one's influence on other people. Leaders, by who they are and what they do, influence those around in a variety of ways. It is important that leaders develop attitudes and skills that will enable them to effectively positively engage and work with others:

Some important attitudes in effective interpersonal relations are:

- ***Respects Diversity***
- ***Trust***
- ***Openness***
- ***Honesty***
- ***Collaboration instead of competition***

Some important skills are:

- ***Listening***
- ***Expressing ideas and feelings clearly***

This portion of the program will require extra discipline and attention on the part of the facilitator. The activities laid out for this module involve an element of physical and emotional risk. The safety of your participants is of utmost importance. We do not advise that you attempt the activities if you have not undergone proper training and do not have safety/first-aid precautions.

TRUST ACTIVITIES

Refer to the write up on safety and spotting in your facilitators' manual.

- Preparatory Activities
 - Mirroring
 - Spotting
- Main Activities
 - Lean on Me
 - Three-Person Trust Lean
 - Yurt Circle (Ordinary and with Webbing)
 - Willow in the Wind
 - Group Carry/Levitation
 - All Aboard
 - Cookie Cutter
 - Trust Fall

Journal Session/Personal Reflection Time

Ask the participants to answer the reflections questions in their journals or notebooks.

Suggested Reflection Questions for this Module:

- How did I contribute to the team's goals, vision?
- When I am in a team, what role do I usually play? Do I have a unifying or divisive presence?
- What skills should I have to effectively work with teammates?
- How do I handle people who do not contribute to the team's goals? How do I deal with difficult people?

Concept: Playing to Win

PLAYING TO WIN is not about beating someone; it's about going as far as you can, using all that you've got.

It's seeing change as a challenge.

It's taking risks and getting out of your comfort zone.

It's letting go of old patterns and behaviors. It's breaking through fear.

Playing to win is learning, growing, and continuously improving.

BOUNDARY BREAK

Learning Objective	Materials
By the end of the activity, the participants would have been able to... <ul style="list-style-type: none">• Reflect and be aware of their selves• Share openly to other participants• Listen with respect to others• Display openness	<ul style="list-style-type: none">• Candles• Gas lamp

Process Flow

Setting up the activity

1. Lay out the lighted votive candles in a circle.
2. Provide appropriate mood music.

Briefing the Activity

3. Participants sit in a circle facing each other, with a votive candle in front of each participant.
4. Explain as follows:
 - a. You have spent a lot of time so far getting to know each other and working together.
 - b. Tonight we will continue to deepen knowing each other by sharing something about themselves. (Relate to the JOHARI Window if it has been explained already.)
 - c. You will share something about yourself by completing an incomplete sentence that I will state. For example, I will say, "My favorite color is..." and each of you will complete that sentence.
 - d. We will have several rounds of incomplete sentences.
 - e. Complete the sentence in your mind after you hear it. However, do not speak out your response until it is your turn.
 - f. When answering, be very honest. Speak slowly and clearly for everyone to hear.
 - g. You may speak only when you have this lamp that will be passed around the group. Only the person who has it may speak.
 - h. Do not simply repeat what others have said. Think for yourself.
 - i. You do not have to explain your answer but you may choose to do so very briefly if you wish.
 - j. If you do not have the lamp, just listen very well to what is being shared. Do not talk; just listen to understand. If you cannot hear the speaker, raise your hand so we can tell the sharer to speak louder or more distinctly.
 - k. Do not comment on the other people's answers. Remember that if you do not have the lamp, you should just listen.
 - l. Then say the next incomplete sentence.
 - m. The person who has the lamp will pass it to the person to his When the lamp gets back to the person who started the round, I will left who will then be the first one to complete the sentence.

- n. We will proceed similarly in the succeeding rounds.
5. Ask if there are any questions about the procedure.
6. Reminders: You may speak only when you have the lamp. When you do not have it, you must listen very well to understand and to get to know others better.
7. Start the process. After you state the first incomplete sentence, pass the lamp to your left.

***Note to facilitators:**

- You do not have to use all the incomplete sentences listed below. Do not overdo it.
- Choose the sentence stems that you feel are most appropriate for your group.
- You may replace any of the sentence stems with your own.
- Some tips:
 - Start with the easy items to warm up the participants
 - End with easy items also to “cool” them down.

Notes from the activity

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Boundary Break: Incomplete Sentences

1. *My favorite subject is...*
2. *During my free time, I like to...*
3. *If I could be a song, I would be...*
4. *On my ideal vacation, I would go to...*
5. *The person I would like to accompany me on that vacation would be...*
6. *I am happiest when...*
7. *The last thing I would give up is...*
8. *The best advice I have ever received is...*
9. *The quality that best describes my favorite friend (teacher) is...*
10. *I feel most lonely when...*
11. *When I am very sad, what cheers me up is...*
12. *My greatest fear is...*
13. *What scares me most about next year is...*
14. *If there was one thing I would change about my life, it would be...*
15. *If I could give my principal one piece of advice, I would tell him/her...*
16. *What people like best about me is...*
17. *What people do not like most about me is...*
18. *Something I wish people would understand about me is*
19. *What I most would like to tell you in this group is....*
20. *My greatest wish is...*
21. *My favorite time of the day is...*
22. *My favorite food is...*
23. *Right now, I feel...*

TEAM CONNECTION

Learning Objective	Materials
By the end of the activity, the participants would have been able to... <ul style="list-style-type: none">• Explain the concept of <i>playing to win</i> (Thinking Win-Win)• Differentiate collaboration from competition• Apply their understanding of the concept to back-home situations	<ul style="list-style-type: none">• Laundry baskets (3 colors, two baskets per color)• 60 balls (20 each of three colors)• Timer• Marker Cones• Masking Tape

Process Flow

Setting up the activity

1. Lay out the activity area.

Briefing the activity

2. Form three groups.
3. Present concept of *Playing to Win*.
4. Introduce the activity as follows:
 - a. Ask what is the most popular team sport in the Philippines? Basketball
 - b. The group will play basketball.
5. Position the teams in the playing area.
6. Give the instructions as follows:
 - a. Each team will shoot the balls of the color assigned to it from the shooting line to the goals (represented by the baskets) in front of them.
 - b. There are two goals. Each ball shot successfully into the nearer goals is worth 5 points, each one in the farther goal earns 10 points.
 - c. Your objective is to get as many points as possible.
 - d. Each team must choose who will be shooters and who will be retrievers among its members:
 - i. The team will decide how many shooters and retrievers it will have. It is free to decide on the number.
 - ii. Only shooters can shoot balls into the goals they shoot, their feet must be behind the shooting line. Any shot beyond the line or while the shooter's foot is on the line will not be counted. Shooters may not pick up missed balls.
 - iii. Retrievers pick up the missed balls and return it to the group's ball container. Retrievers may not shoot the balls into the goals.

- e. You will have three shooting rounds. The first round is 1½ minutes, the second 1 minute, and the third 30 seconds. You cannot use any backboard for shooting.
 - f. Before each round you will have 3 minutes to plan and strategize.
7. Ask for any questions.
 8. Start the planning for the first round. Remind the participants they have 3 minutes.
 9. Start the first round. At the end of the round, announce and record the points earned by the group on the scoreboard.
 10. Announce that the group has 3 minutes to plan before the next round.
 11. Start the 2nd round. At the end of the round, announce and record the points earned by the group on the scoreboard.
 12. Announce that the group has 3 minutes to plan for the next and final round.
Variation: Announce that for the 3rd round, the group may use a backboard. However, the backboard must be with them already. They cannot use any object that is not with them already.
 13. Start the 3rd round. At the end of the round, announce and record the points earned by the group on the scoreboard.
 14. Total all the scores vertically (how many points each group scored).
 15. Process using the experiential learning de-briefing method with questions/points similar to the following:

Suggested Processing Questions and Processing Flow:

- a. Describe what happened.
- b. Ask: Who got the most number of points? Ask further: What was the highest number of points possible? Did anyone get them?
- c. Is there any other way for you to get a higher number of points or get the maximum number of points within a shorter period of time? (There are many possible answers, some of which are:
 - i. Pass the ball to the shooters of the other team, who are standing nearer the group's higher point goal and have them shoot it into the goal. This ensures better accuracy but requires the groups to cooperate rather than compete).
 - ii. During the planning, exchange the balls so that the balls are in the container nearest the higher point goals with the same color. Then ask the other team's shooter to shoot it into the goal. (This also requires the groups to cooperate rather than compete).
- d. What does the first approach (shooting into your own baskets) say about your mind-set or perspective when you try achieve your goal? (Possible answers: a) I do it by myself or ourselves, as in the case of a group or organization; b) To win, I must beat others.
- e. What is the mind-set or perspective behind the other approach? Win-win/Playing to Win.
- f. Differentiate win-win from the other approach: win-lose.
- g. What is the better approach when we work in a group with each other? Why?

- h. What are some win-lose behaviors do you see yourself or others doing in the organizations or in the classes you are part of?
- i. What win-win behaviors can you, individually and as a group, do more of during the rest of this camp and when you get back to your school? How can you play to win?
- j. How can you encourage others to use a win-win/play to win approach?

16. Synthesize learning, insights and applications.

Notes from the activity:

CHAOS

Learning Objective	Materials
<p>By the end of the activity, the participants would have been able to...</p> <ul style="list-style-type: none"> • Explain the concept of <i>playing to win</i> (Thinking Win-Win) • Differentiate collaboration from competition • Apply their understanding of the concept to back-home situations 	<ul style="list-style-type: none"> • 100+ balls • 3 rope circles of the same size that can fit all the balls inside • One rope circle of a larger size

Process Flow

Setting up the Activity

1. Lay out the biggest rope circle of the playing area. Place the three smaller rope circle around it, equidistant from each other and the large rope circle.
2. Place ALL the balls inside the larger rope circle.

Briefing the Activity

3. Assign each group to a smaller rope circle and ask the group members to stand *around* it.
4. Give the instructions as follows:
 - a. The objective of this activity is to get as many balls into your group's rope circle as possible.
 - b. You have five minutes to do so. You may now begin.
 - c. If the groups stop "grabbing" balls before the end of the five minutes, challenge them to get more balls into their circle and to get as many possible as possible into their circle. Point out the group that has most number of balls.
5. At the end of the five minutes, process as follows:

Suggested Processing Questions and Processing Flow:

- Describe what happened.
- Why did you start to grab the other groups' balls?
- What does your method say about your own way of getting what you want?
- Was there any other way to get as many balls into your circle other than how you did it? (Place all the smaller circles together, on top of each other and place the balls inside so that all the balls are inside all the circles)
 - What is the thinking behind this approach? *Win-Win/Play to Win*
 - What is the other approach? *Win-Lose*
 - What is the thinking about winning behind the *Win-Win/Playing to Win* approach?

- Why is Win-Win/Playing to Win a better way when we work in a group with each other?
- What are some win-lose behaviors you see in the organizations or in the classes you are part of?
- How can you encourage others in your school, organizations or classes to use a *Win-Win/Play to Win* approach?

6. Synthesize learning, insights and applications.

Notes from the activity

TOXIC WASTE

Learning Objective	Materials
<p>By the end of the activity, the participants would have been able to...</p> <ul style="list-style-type: none"> • Identify skills in effective communication • Enumerate the important points in planning and task-accomplishment • Identify leadership and team-related behaviors exhibited during the activity. 	<ul style="list-style-type: none"> • Container with balls inside • Timer • Rope (Four to six 1.5 to 2-meter segments) • Rubber strip tied into a circle • Two raccoon circles] • Other materials that can be used as hazards and obstacles.

Process Flow

Setting up the Activity

1. Lay out the area as indicated in the attachment.
2. Bring the participants to the area but keep them in a distance from the materials laid out in the activity area but close enough to see what the materials and layout are.
3. Explain the metaphor/background:

Some dangerous toxic waste (represented by the balls) that can seriously affect health and cause death was found inside that container you see in front of you. No one knows how it got here.

It is so dangerous you cannot touch it or the container it is in. No part of your body can touch the circle marked by the rope/webbing or go inside it otherwise you will die a horrible death. You will start to feel a burning sensation in your skin, then your will start to suffer internal bleeding. Then you will start to choke until you just lose consciousness. Within an hour of losing consciousness, you will die.

The material seems to be continuing to react internally and will soon emit much more dangerous effects. For our sake and those within 10 kilometers of our camp venue, the material must be brought as soon as possible to the decontamination facility (point to the other circle) where you will have to transfer it to another container where the material will be treated and decontaminated. If the materials are not decontaminated very soon, it will cause sickness and many people will die a horrible death.

The President of the Philippines (or the Provincial Governor) has heard that you are here attending a leadership camp and has assigned you to transport the toxic waste for decontamination. He is completely confident that you can do the assigned job and save other people from sure death because you are very good leaders. The survival of thousands is in your hands.

The waste cannot drop from or fall out of the container. It must be safely transferred to the container in the decontamination facility. If it falls anywhere else, we will die a horrible death. And if we die, the waste will then kill those within 10 kilometers.

To transport the toxic waste, you will be given the following materials. (Show the rope and rubber strip.) Only these materials can be used to transport the toxic waste. Remember that at no time can you touch the toxic waste, the container it is in. You also cannot touch the circle of rope/webbing or go inside the area marked by it otherwise you will die a horrible death.

4. Give instructions as follows:

- a. To transport the toxic waste for decontamination, you will organize your group into three teams.

- i. **Team One: Engineers**

Engineers will design the equipment that will be used by the Transporters to transport the waste, using only what will be provided to the team (show the ropes and rubber strip). Engineers cannot be a member of any other team.

- ii. **Team Two: Transporters**

Your group can have as many transporters as you want. The transporters will transport the toxic waste from its present location to the decontamination facility using the equipment designed by the engineering team. When transporting the waste using the rope, they can touch only one end of the rope. If they touch any other part of the rope other than the end, they will die.

The toxic waste is so dangerous that not only can it not be touched but the transporters have to wear special eye gear (show the blindfolds) to cover their eyes otherwise they will get blind.

- iii. **Team Three: Coaches**

Since the transporters cannot see, the coaches will direct them as they bring the waste to the decontamination facility. However, the coaches cannot get closer to the material than the transporters otherwise they will die. They also cannot touch any part of the transporters' bodies otherwise will also die.

5. Ask for any clarificatory questions.

6. Announce that the group has thirty minutes to transport the toxic waste. The minutes for planning and twenty minutes to transport it.

- a. *Additional instructions: During planning, you cannot touch the toxic waste, the containers or touch or enter the circles otherwise you will die a violent death.*

7. Announce the start of the planning phase and watch for any violations of the instructions.

8. At the end of the planning phase, have the blindfolds placed on the Transporters and proceed with the Transport phase. Implement the instructions as necessary.

9. Variations as the activity progresses:

- a. Announce that the President of the Philippines (or the Provincial Governor) wants to get an update about the progress of the work from one of the team members. Pull out of the transporters or coaches, who have of course to be replaced.
 - Prime candidates for pulling out: those who are taking the lead.
- b. If any of the materials fall while being transported, not all get killed. “Kill” only one transporter or coach, who can be replaced of course.

10. When the entire activity has ended, process using the experiential learning de-briefing method with questions/points similar to the following:

Suggested Processing Questions and Processing Flow:

- Describe what happened.
 - Planning: manpower, use of resources including expertise, equipment, process, etc.
 - Implementation (transport phase)
- What behaviors helped the group achieve its objectives? What did not?
- What were the leadership behaviors that you used yourself or saw others use? What leadership behaviors did you personally show? What leadership behaviors did others show? How did these leadership behaviors help the group achieve its task?
- What did you learn from the activity about how to be successful in a group task or project?
- Look back at the organizations you belong to in school, either as a member or as an officer. Do things similar to what you experienced in this activity also happen in your organizations or classes? Which ones?
- What did you learn through this activity that will be helpful to your leadership and your organizations when you get back to your schools?
- How concretely can you apply what you have learned when you get back to your schools?

11. Synthesize learning, insights and applications.

Notes from the activity:

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HELIUM HOOP

Learning Objective	Materials
By the end of the activity, the participants would have been able to... <ul style="list-style-type: none">• Identify skills in effective communication• Enumerate the important points in planning and task-accomplishment• Identify leadership and team-related behaviors exhibited during the activity.	<ul style="list-style-type: none">• Hulla Hoop(s) big enough for all participants

Process Flow

Briefing the Activity

1. Create a metaphor.
2. Explain the technical rules to the group:
 - a. Everyone's index fingers **MUST** remain in contact with the hoop at all times.
 - b. The hoop must rest on top of the fingers at all times (no grabbing, finger curling, etc.)
 - c. If any of the rules are violated, the group must start all over again.
3. Have the group extend their index fingers at waist level.
4. Ask the group how long they think it will take them to lower the hoop to the ground. Encourage the group to set challenging goals.
5. Lay the hoop across everyone's fingers.
6. Give the go signal to start lowering the hoop to the ground.
7. Process the activity.

Suggested Processing Questions and Processing Flow

- What was the group's mission? Did everyone understand it?
- Were you all committed to accomplishing it?
- How come, if you all understood the mission and were committed to accomplishing it, did you (initially) lift instead of lowering the hoop?
- What types of behaviors are important to keep a group focused on achieving its mission and goals? What behaviors make it difficult for a group to achieve its goals?
- Do things similar to what you experienced in this activity also happen in your organizations or classes? Which ones?

- What did you learn through this activity that will be helpful to your leadership and your organizations when you get back to your schools?
 - How concretely can you apply what you have learned when you get back to your schools?
8. Synthesize learning, insights and applications.

Notes from the activity

SURVIVAL CHALLENGE

Learning Objectives	Materials
<p>By the end of the activity, the participants would have been able to...</p> <ul style="list-style-type: none"> Identify skills in effective communication Enumerate the important points in planning and task-accomplishment Identify leadership and team-related behaviors exhibited during the activity. 	<ul style="list-style-type: none"> Length of rope (approximately 1 meter per participant) Blindfolds

Process Flow

1. Ask participants to form a circle around the length of rope that has been placed on the ground.
2. Introduce the activity as follows: *(the story may be modified to something the participants can relate to)*

You are tourists on a plane going to what has been called paradise on earth, located in a very far and isolated part of the earth. The place has wonderful beaches that rival Boracay's pristine white sand. Within 30 minutes of the beach, there are great rainforests on the side of a mountain range where one can find many wonderful flora and fauna, many of which cannot be found elsewhere in the world. On the way to the highest peak, one can see many beautiful waterfalls and from the top one has a stunning 360 degree view of the seas. The weather is moderate all year round. The natives of the place are very friendly and hospitable. Crime rate is zero. Because the natives want to make sure that their place remains unspoiled, tourist trips are limited to one every month.

Suddenly, three hours before you are scheduled to land in your destination, the voice of the pilot comes over the PA system: Ladies and gentlemen, this is your pilot, Captain Jose dela Cruz. I am sorry to inform you that the plane has suddenly developed serious engine problems and we have to land. Fortunately, we have located a snow filled open relatively flat area in the mountain range where the plane can land. However the weather on top of the mountain is very bad and visibility is very poor. But it is our best alternative. Please fasten your seat belts. The oxygen masks will drop down and for safety purposes, please use them as you were instructed by the plane crew shortly after we took off.

You say a prayer and wait nervously for the plane to touch down. The oxygen masks drop and you grab the one for you and place it over your mouth. The pilot expertly lands the plane but because of the deep snow, the plane sinks into the snow and it veers sharply to the right and slams into the side of a stone cliff. The plane comes to a full stop. The plane is damaged but miraculously, no one is hurt but the plane crew asks everyone to hurriedly exit from the plane because of the possibility the plane exploding.

Everyone gets out safely. The snow stops falling and the skies clear but the weather is sub-zero and there is the danger of frostbite. The pilot informs you that right after the plane suffered engine trouble, the communication system went dead and he was not able to inform anyone about where the plane was going to land. Based however on his knowledge of airline routes, he knows that a plane will pass by in 25 minutes after which no plane will pass by for another month.

The group must set up a signal with a length of rope (point to the rope in the middle of the circle) so the plane can notice the crash site and inform the authorities where you are. The signal has to be a big triangle with all the group members inside it holding on to the rope. Remember that no other flight will pass over the area where your group is for another month so if your group is not able to set up the signal on time, you would have died of the cold before search parties find your location and notify rescuers.

Suddenly, you all hear a strange sound from your plane and you all look toward it. You see the plane explode like a huge fireball and the blast, light and heat blinds all of you. You are all blind now. Please place your blindfolds on.

(After all have placed the blindfolds)

Remember that the plane, your only hope for rescue, will pass by in 25 minutes. You have 25 minutes to set up the triangle: 10 minutes to plan making the triangle and then 15 minutes to actually set up the triangle. During the planning, you cannot touch the rope. At the end of the 10 minutes of planning, frostbite will affect your speech and you will not be able to speak. So you can speak while you plan but you will have to form the triangle in complete silence. As soon as you think you have formed a triangle, raise your hands.

Remember you only have 15 minutes to set up the triangle. If you are not able to, the incoming plane will pass you by. It is your group's only chance for survival

3. Announce the start of the planning phase. After 10 minutes, announce that the implementation phase has started.
4. When the implementation phase has ended and the participants still have not signaled that they have formed a triangle, announce the end of the implementation phase and ask participants if they have already formed a triangle. Then have them take off their blindfolds.
5. Process the activity using the experiential learning de-briefing method.

Suggested Processing Questions and Processing Flow

- Describe what happened during the
 - Planning phase
 - Implementation phase
- How well was the time used?
- What difficulties did the group experience during each phase? What steps were taken to overcome them? How well did the steps work?

- Was everyone equally engaged in the task? Or were there “power” groups? What was the effect on task achievement?
 - What behaviors helped the group achieve its objectives? What did not?
 - What were the leadership behaviors that you used yourself or saw others use? What leadership behaviors did you personally show? What leadership behaviors did others show? How did these leadership behaviors help the group achieve its task?
 - What did you learn from the activity that is helpful to promoting group task or project success?
 - Look back at the organizations you belong to in school, either as a member or as an officer. Do things similar to what you experienced in this activity also happen in your organizations or classes? Which ones?
 - What did you learn through this activity that will be helpful to your leadership and your organizations when you get back to your schools?
 - How concretely can you apply what you have learned when you get back to your schools?
6. Synthesize learning, insights and applications.

Notes from the activity:

VISION AND VALUES FOR SELF AND COMMUNITY

Leadership and Vision: Leaders need to have a clear vision for themselves and for the community they serve. The following activities are meant to guide participants to reflect and discover their vision for themselves and for their communities. Moreover, it shall also challenge them to identify the values that they will hold on to and live out that would help them realize their dreams.

By the end of this session, participants should have been able to commit themselves to a clear vision of themselves and for their community. They must also be able to identify the step they can begin to take towards it.

MY PERSONAL VISION

Learning Objective	Materials
By the end of the activity, the participants would have been able to: <ul style="list-style-type: none">• Reflect on their dreams and what they want to achieve in life.• Share openly their dreams with fellow participants• Know other participants better	<ul style="list-style-type: none">• One cartolina or one manila paper• Candles (mood setting)

Process Flow

Briefing the Activity

1. Leaders have a clear idea of the future they want for themselves. They have personal visions. If you want to be a better leader, then you must know the future you want for yourself.

2. Our next activity will hopefully help you become clearer about that future.
3. I want you to get your notebook and open it to a blank space. Then place your pencil or ballpen on that page to mark it and close your notebook again.
4. Take your notebook with you and please sit far from each other. Make sure there is a lot of space between you and whoever is beside you.
5. Take a comfortable sitting position. Do not lie down or else you may fall asleep.
6. I will now lead you through a reflection activity
7. Listen well and follow my instructions as I lead you through this activity.

You have two great gifts: imagining and dreaming...These are wonderful and powerful abilities...All great things that have happened and achieved began in the imagination as dreams...For this activity, you will make use of these two abilities...

Quiet down and focus. Let go of all distractions. You may close your eyes or fix it on the floor in front of you or on something in front of you.

Imagine yourself riding a time machine, which takes you to the future. See yourself inside the machine. The engine starts and you start your travel to the future.

Imagine...you are now 10-15 years from today.... Imagine....

- ***How you will look at that time...imagine it clearly in your mind...be aware of how you feel....***
- ***What kind of person you will be...see yourself and be aware about how you feel...***
- ***Where you will be living...imagine it in great detail...be aware of how you feel about what you see in your mind...***
- ***Whom you will be with...imagine it clearly...be aware of how you feel about whom you are with...***
- ***What you will be doing...see it clearly in your mind in great detail...be aware of your feelings***
- ***How will you be serving others...imagine it clearly...be aware of how you feel...***

10-15 years from now...what values will you live by... what principles will govern your behavior....what possessions will you have...what will be important to you....what will excite you...what will make you happy...what will motivate you... 10-15 years from now...

Be aware of what comes to your imagination and what is in your heart. Imagine and feel everything that comes to you...

What else comes to your mind and heart? Become aware of everything in full detail as if it is already happening now and you are experiencing it already.

In a short while, I will start to count backwards from 10 to 1 to help you slowly come back to the present...

When I get to one, quietly and without talking get your notebooks and go outside this building...Find a place outside where you can be alone by yourself, far from any other fellow participant. Do not stay close or near any fellow participant.

When you have found your own place, sit down and start to write in your notebook what you imagined and felt during this activity.

Just keep on writing. Do not be concerned about grammar and style. It is much more important to write down everything that you have imagined and felt. You can correct the grammar and improve your writing style later on....

We will call you back with a bell...When you hear it, please finish what you are writing and proceed back here.

I will now start the count. 10...9...8...7...6...5...4...3...2...1

Please proceed quietly now to find your spot and start to write...Remain quiet and silent. On the way out, you can pick up a copy of the reflection instructions you just went through in case you want to refer to it.

8. Give the participants 10 minutes to settle down. Then give them 20 minutes to write. Call them back to the room with the bell.
9. Gather the participants in their small groups and allow them to share what they wrote to each other. After sharing, process accordingly.

Suggested Processing Questions and Processing Flow

- Round-robin: Describe how you found the activity
- In what way was this activity useful or helpful to you?
- How do you feel about your future now?
- What do you need to do to make that future become possible?

10. Synthesize learning and insights.

MY PERSONAL VISION

(Participant's Copy)

You have two great gifts: imagining and dreaming...These are wonderful and powerful abilities...All great things that have happened and achieved began in the imagination as dreams...For this activity, you will make use of these two abilities...

Quiet down and focus. Let go of all distractions. You may close your eyes or fix it on the floor or on an object in front of you.

Imagine yourself riding a time machine, which takes you to the future. See yourself inside the machine. The engine starts and you start your travel to the future.

Imagine...you are now 10-15 years from today.... Imagine....

- *How you will look at that time...imagine it clearly in your mind...be aware of how you feel....*
- *What kind of person you will be...see yourself and be aware about how you feel...*
- *Where you will be living...imagine it in great detail...be aware of how you feel about what you see in your mind...*
- *Whom you will be with...imagine it clearly...be aware of how you feel about whom you are with...*
- *What you will be doing...see it clearly in your mind in great detail...be aware of your feelings*
- *How will you be serving others...imagine it clearly...be aware of how you feel...*

10-15 years from now...what values will you live by... what principles will govern your behavior....what possessions will you have...what will be important to you....what will excite you...what will make you happy...what will motivate you... 10-15 years from now...

Be aware of what comes to your imagination and what is in your heart. Imagine and feel everything that comes to you...

What else comes to your mind and heart? Become aware of everything in full detail as if it is already happening now and you are experiencing it already.

Find a place outside where you can be alone by yourself, far from any other fellow participant.

When you have found your own place, sit down and start to write in your notebook what you imagined and felt during this activity.

Just keep on writing. Do not be concerned about grammar and style. It is much more important to write down everything that you have imagined and felt. You can correct the grammar and improve your writing style later on....

PIPELINE

Learning Objective	Materials
<p>By the end of the activity, the participants would have been able to:</p> <ul style="list-style-type: none"> Identify 5 values that they will use and apply back home (personal values) Agree as a group on what the 5 most important values are for them (group values) Identify block and difficulties to their implementation back home 	<ul style="list-style-type: none"> Half PVC pipe 5 plastic balls

Process Flow

1. Explain that the challenge of the group is to apply what they have learned during the camp in their classes, groups, organizations and communities. This is the true test of whether they have really learned during the camp.
2. To guide their application of their learning and insights, the group will agree which five values they learned during the camp will serve as their guides as a group for their leadership when they go back.
3. After agreeing on the five values, the group will define what each values means by listing the behaviors or actions that will express the value. Give example.
4. Then the group will identify what problems or challenges they will meet as they try to apply the value. Give example. The group will write the values, definitions and challenges it has identified on a flip chart paper.
5. Each group will present their group work to the large group.
6. Explain that the group will now undergo an activity that will represent the task of applying the values back home. Explain the activity as follows:
 - a. Write each value on a ball. Writing the value on the ball gives you power for back home use.
 - b. However, that power will become effective only when you are able to bring the value back to school successfully. This will be represented by transporting the ball to the container at the far end of this area.
 - c. To bring back the value back home, you must transport it using these pipelines.
 - d. You are not allowed to touch the ball. Only the facilitator can touch the ball and even he has to use a handkerchief. Otherwise, touching the ball will make it lose all its power.
 - e. You also cannot drop the ball otherwise it will also lose its power.
 - f. The balls must travel down these pipelines from the starting point to the container down there.

- g. Some additional rules: (a) When the ball is in your pipeline, you cannot move your feet.
(b) You must all be involved in transporting the balls.
- 7. Start the activity
- 8. Additional challenges:
 - a. Participants may not speak
 - b. Some participants may be blindfolded.
- 9. Upon completion of the activity, debrief using the standard debriefing process: What, So What, Now What.

Notes on the activity



PROJECT PLANNING AND IMPLEMENTATION

Training Objectives

At the end of the training course, the participants will be able to:

- Identify and describe basic concepts and principles and processes in:
 - Youth leadership and community participation
 - Project planning and development
- Prepare simple proposal for youth civic engagement
- Practice mentoring/coaching relationship

Training Framework

The EYLC training on project management provided an illustration of experiential learning model. The training with its experiential, participatory and reflective activities provided a positive environment where youth are encouraged to learn the basic components of project management and community analysis and have hands-on activities so as to make the exercise works for their school and communities.

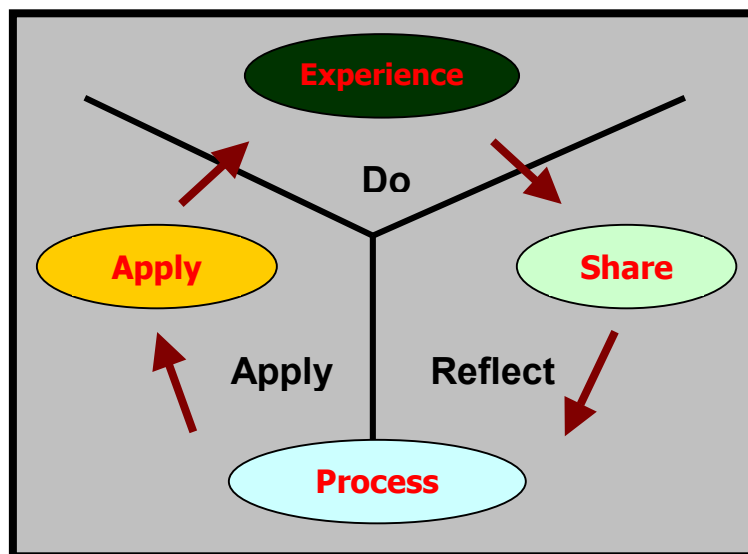
The training consists of four phases:

1. **Experiencing the activities.** Most of the facilitators first gave a thorough lecture on the activity which facilitated the students to have a jump off point in every discussion.
2. **Sharing of experiences.** The training extensively uses group works as a methodology for learning. After every discussion, the students were given time to share their experiences and understanding of the concepts to their group.
3. **Process the experience to identify common themes and principles.** While the students had different experiences and might have different understanding of the concepts, the group discussion helped to facilitating the entire processes and so identify common theme for the experiences. The students were also able to generate basic principles and guidelines which could be relevant in their school and communities.

4. **Application of learnings to given situation.** The concepts presented and discussed were applied and considered in writing their project proposal.

Based on the framework, the training embodied three components that gave an idea on how learning was generated among the participants. It allowed the participants to experience the do-reflect-apply cycle.

1. **Do.** There has been much of doing in the training wherein the students experience an activity. They either play games or think of community issues to be solved and analyzed.
2. **Reflect.** Since most of the activities were done in group, the students were able to share their learnings, reflections and insights about the concepts taught and reconciled it with their colleagues' personal reflection.
3. **Apply.** To some extent the training generated a lot of outputs from the students. The outputs especially the project proposal were end products of in-depth identification, analysis and reflection of community needs and resources and so coming up with a resolution to it. The diagram below shows the learning framework of the activity.



Additional Research on Teacher-Facilitator Model

Teacher as Facilitator:

Constructivism

- **A perspective of teaching and learning in which a learner constructs meaning from experience and interaction with others**
- **Teacher Role: to provide meaningful, relevant experiences for students from which students construct their own meaning.**
- **A view of learning where learners develop their own understanding of the topics they study instead of having it delivered to them by others (most commonly teachers) in an already organized form (Egger & Kauchade, 1999)**
- **Places the learner in the center of the learning process where they play an active role in the process of constructing their own understanding.**

EDUCATION & LIVELIHOOD SKILLS ALLIANCE

The **Education, Livelihood and Skills Alliance (ELSA)** is a multi-stakeholder partnership that seeks to create and expand school and community-based learning and employment programs for the young people of ARMM.

IN-SCHOOL YOUTH ENGAGEMENT: *NURTURING SERVANT-LEADERS FOR MINDANAO*

The **In-School Youth Engagement Program** is a youth leadership development program developed by Ayala Foundation for public high school student leaders in the Autonomous Region of Muslim Mindanao (ARMM), particularly in the provinces of Maguindanao and Lanao Sur.

The program provides leadership training through the ELSA Young Leaders Camp and conducts various post-training activities that inspire and nurture the youth to become vision-driven servant leaders and active, responsible citizens serving their communities and the country.

The program aims to create opportunities for student leaders to actively involve themselves in meaningful socio-civic activities, cultivate among them the spirit of

volunteerism, as well as the capacity for collective action in responding to national and local issues faced by their generation.

By developing their leadership potentials and encouraging them to work together, these young leaders can pursue peace-building and social development initiatives with much self-confidence, and promote good governance and active, responsible citizenship in their localities with great passion.

THE ELSA YOUNG LEADERS CAMP

The ***ELSA Young Leaders Camp (EYLC)*** is the keystone activity of the In-school Youth Engagement Program which brings together promising public high school student leaders from Autonomous Region in Muslim Mindanao to a unique leadership camp that helps them gain greater sense of awareness and appreciation of their personal gifts, potentials and limits as well as their leadership values and principles.

About 63 promising, culturally-diverse young leaders, coming from different communities in ARMM convene at the St. Joseph Retreat House in Datu Odin Sinsuat, Maguindanao for this wonderful journey of self-discovery and leadership.

At the end of the day, each participant is given an assessment-reflection sheet for them to evaluate the day's program, the content and the methodologies used, the activities conducted, the amenities and the overall dynamics of the day. Most of the participants expressed happiness over having the opportunity to get to know and appreciate the self, to find new friends amongst the participants and be equipped with values and principles necessary to make them better and effective leaders.

After the EYLC, student leaders are grouped into clusters based on geographic location and are encouraged to participate in various follow-through activities that build on their learnings, insights and skills gained and developed during the Camp. These activities will provide the student leaders the opportunity to learn more about current issues on both local and national levels, and acquire and develop the necessary skills to effectively respond to these issues. Moreover, it will create venues for youth leaders in Mindanao to interact with each other, as well as with youth leaders from other parts of the country, and if possible , the world, with the end in view of creating a wide network of youth leaders interacting with one another, in addressing youth and global issues. Post camp activities include learning sessions on project management, resource mobilization, alliance building and networking, use of computers and the internet, as well as multi-cultural interfaith dialogues, internships with local NGOs on peace-building and a small grants window for community projects run and managed by alumni of the Camp coming from the same are or municipality.

The dream is that these programs will develop over the long term a national corps of vision-driven leaders and active, responsible citizens serving their communities and the country. With support from the United States Agency for International Development (USAID) through its Education Quality Access for Learning and Livelihood Skills (EQuALLS) Program, Ayala Foundation and the rest of its partners in the Education and Livelihood Skills Alliance (ELSA) are now closer to making this dream come true.

EYLC PROGRAM GOALS & OBJECTIVES

By the end of the camp, all the participants will be able

- ☐ To have greater awareness and appreciation of their gifts, potentials and limits, leadership values and principles.
- ☐ To have clearer and more concrete perception of their vision, goals, and aspirations for themselves and their communities
- ☐ To work more effectively in a team or group
- ☐ To take a more valuable and effective leadership role in achieving shared goals of a group

Values Promoted

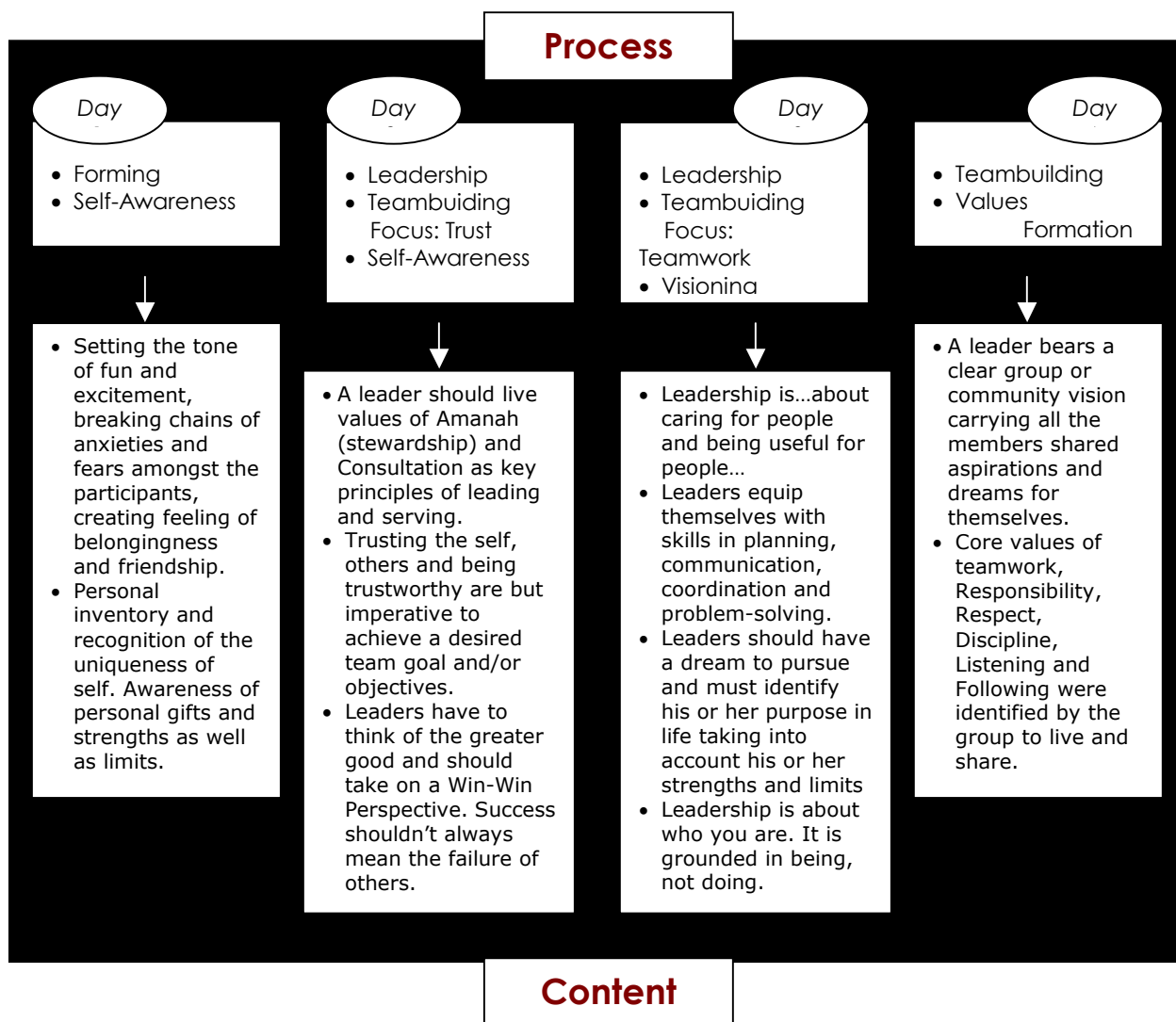
The training program promotes teamwork and aims

- ✓ to help student leaders obtain a clearer and more concrete perception of their vision, goals and aspirations for themselves and their communities.
- ✓ Through the camp, young leaders will have the chance to interact and learn from peers as well as from outstanding leaders of different sectors who will share insights from their own rich leadership experiences and challenges.

Skill Categories

PROGRAM COMPONENTS & FRAMEWORK

This unique high school leadership program builds on a special, innovative modules consisting of learning games, structured learning exercises and interactive approaches that are responsive and appropriate for young people of Mindanao, incorporating both culture and gender sensitivity. Its leadership framework centered on value-based and service-oriented leadership. The methodologies of the program are specialized incorporating elements of fun, interaction and reflection into its experiential, adventure learning style. The science and art of this year's camp is captured in the diagram below:



PROGRAM PARTNERS

This training exercise is product of a collaborative effort of **Ayala Foundation Inc.** and its project partners, the **Ninoy and Cory Aquino Center for Leadership** (NCACL) who took care of the program design and the leadership framework and the **Ramon Aboitiz Foundation, Inc.** (RAFI) who provided the technology and methodologies. On the other hand, Ayala Foundation handles the logistic, coordination and supervision facet of the camp. The program is being funded by the United States Agency for International Development (USAID) through its Education Quality Access for Learning and Livelihood Skills (EQuALLS) Program.

One of the exciting features of this year's camp was that, most if not all of the actors and drivers of the exercise were purpose-driven and goal-oriented young people themselves. Graduates of Ayala Foundation's Ayala Young Leaders Congress from different batches have volunteered themselves as facilitators and rapporteurs for the program. This year's EYLC has 19 AYLC alumni as volunteers, two of which served as panelists during the "A Young Leader's Diary" activity where they shared their inspiring stories of service and leadership. Ninoy and Cory Aquino Center for Leadership and the Ramon Aboitiz Foundation, Inc. through its Kool Adventure Program also sent in volunteers to add in the pool of facilitators for the program. Furthermore, five of the EYLC 2005 Pilot Run delegates have volunteered themselves to help out in running the camp. Another innovation of the camp is the SUPER! Publication given to participants where camp news, personalities, ideas and learnings of the then day passed were best captured in print. (See annex 1.1)

School and Community Involvement

Follow Up Programs

Peer Group Leadership Project

BEYOND THE CAMP EXPERIENCE

It is the desire of the EYLC program partners that the learning and growth of the students continue beyond the four-day ELSA Young Leaders Camp. While the camp was successful in inspiring and empowering your students to recognize their leadership abilities, we know that this process is a continuous one.

It is important that the work of developing our young leaders continue beyond EYLC and it is more important that this work extends to benefit an even greater number of young leaders in the ARMM region.

This guidebook was developed to encourage you to conduct your own ELSA Young Leaders Camp.

RATIONALE AND CONCEPTUAL MODEL

We invite you to continue the work of forming our young leaders. The foundation that we build in them today will

HOW TO USE THIS GUIDEBOOK

This guidebook was developed as a tool and reference as you set out to continue the work of developing young leaders in your school. This guide book contains the following:

- ☐ Relevant leadership articles, reflections, and stories
- ☐ Theories on leadership and youth development
- ☐ Practical guide to planning and developing your own leadership programs
- ☐ Skills, techniques, and methodologies for effective facilitation of leadership programs
- ☐ EYLC Program framework and design
- ☐ Project Planning Toolkit

We encourage you to share this knowledge to your colleagues and members of your school or community.

ELSA Program Goals

I. Leadership Framework and Theoretical Grounding

One of the questions we constantly wrestle

- a. Do your students have leadership potential?
 - i. Recognizing that each one of your students has innate leadership potential is the first step.
 - ii. Potential can be gauged by the behaviors you observe on a day-to-day basis.
- b. Can my students really become leaders? What kind of leaders do we want to develop?
 - i. Servant-leadership framework/model and articles

Behavior is the product of the interaction between the individual and the environment (Hawkins & Weis, 1985). ELSA works to create an environment that:

- Communicates positive expectations
- Offers opportunities for young people to engage in positive behaviors through classroom and positive youth development activities
- Builds reciprocal, respectful, and caring relationships among young people, school staff, youth workers, and parents.
-

Traditional leadership models define leadership based on power, position, and authority.

However, this program seeks to promote the idea that power, position, or authority is not necessary in leadership.

PROGRAM LEADERSHIP FRAMEWORK: SERVANT LEADERSHIP

The program takes inspiration and bases its values on the idea of servant leadership.

“The servant-leader is servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant--first to make sure that other people's highest priority needs are being served.”

Self Awareness	Effective Interpersonal Skills and Teambuilding	Vision	

Values

Rooted in the values

SELF AWARENESS

“Leadership is about caring for people and being useful for people letting go of ego, being your best and most authentic self building a community at work creating a place in which people can do good work, can find meaning in their work, and can bring their spirits to work.. . . Leadership requires love.”

The most important “tool” of leadership is your self.

Chris Lowney, in his book *Heroic Leadership* writes, “Leadership is about who you are...It is not an act but a way of living.” Peter Senge writes similarly, “Leadership is grounded in being, not doing.”

It is who you are that makes your leadership great.

As a leader, you must know yourself well. This is called self-awareness. Know and appreciate your abilities. You must, however, at the same time acknowledge and understand your weaknesses and limitations. Develop your capacities and potential. These have been given to you to serve others. Developing your capacities and potential because people are more likely to follow a knowledgeable and competent leader. However, remain humble. Avoid pride and arrogance.

Ano ang aking mga liwanag? What are my strengths, gifts, “lights”?	Ano ang aking mga lilim? What are my weaknesses, areas for improvement, “shades”?
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VISION: Personal and Community

Leaders

Can your students become leaders?

ii. Leadership from the Islamic perspective

1. Shurah
2. Amanah

Based on the leadership framework presented, here are some leadership behaviors that you can look out for.

*Checklist of leadership behaviors—the checklist can also serve as an assessment tool for the teachers.

In the classroom

- Takes initiative in group activities
- Asks insights from group members
- Consistently follows the rules
-

Working with youth

Factors that influence young people's behaviors

SELECTING PARTICIPANTS TO YOUR PROGRAM

While the program will potentially benefit all your students, realistically, the program can be efficiently conducted only for groups of 30 to 40 participants at a given time.

You have the prerogative to decide on who shall be participating in your own EYLC.

We suggest that you adopt a screening process to determine students that exhibit greater interest, commitment, and readiness for undergoing the EYLC program.

Please take time to develop a holistic set of criteria; one that takes into consideration the academic, social, emotional, and psychological aspects of the person

You may use the checklist provided as reference

Group Participants for the Activities

Discussion Groups

- ☐ Grouping for small group discussions
- ☐ 8 to 10 participants per small group
- ☐ Grouped randomly

Challenge Groups

- ☐ Grouping for challenge activities
- ☐ Balanced mix of members with good representation in terms of gender, geographical area, religious belief, cultural background
- ☐ Encourage interaction with young leaders from other areas

Rooming Buddies (for overnight camps)

- ☐ Separate males from females
- ☐

II. Developing Youth Leadership Training programs

- a. Conducting Training Needs Analysis (TNA)
 - i. What knowledge, skills, attitudes, values or behaviors do your students need to improve on?
- b. Suggested methods in conducting TNA
 - i. Focused Group Discussion
 - ii. Survey or Questionnaire
 - iii. Personal Observation
 - iv. Combination of methods suggested above
- c. Program design guide and framework
 - i. We encourage you to make use of the EYLC program framework as a basis for developing and designing your own leadership programs.
 - ii. EYLC Program Framework
 - iii. EYLC Activities

EYLC for your School

Module 1: Self Awareness and Personal Values

Module 2: Interpersonal: Trust and Teambuilding

Module 3: Interpersonal: Communication, Collaboration, and Cooperation

PROGRAM METHODOLOGIES

The process or methodology by which a learning objective is met is key to its success. Finding the appropriate methodology requires a keen understanding of the group's needs and what works for them. A clear learning objective coupled with a process that does not connect with the participants will be ineffective.

Methodologies used in EYLC serve two important purposes:

1. They provide a means for the participant to learn the specific learning objective outlined in the program.
2. They keep the participants interested and involved in the training so that learning is enhanced.

TYPES OF METHODS USED

There are a variety of methods available to you as a facilitator. The EYLC program takes into consideration the age, culture, and background of the participants. A variety of methodologies and approaches are employed to meet specific learning objectives identified in the modules.

Below is a list of the various methodologies often used in the EYLC:

Reflection Sessions (Personal Time, Journal Writing, Letter Writing)	Participants spend time by themselves to reflect on their learnings and realizations. To enhance their realizations from the activities, participants are asked to reflect and write their thoughts and ideas in their journal notebook.
Group Discussion Sessions	The facilitator guides the group in sharing and discussing a particular topic. This is usually done in a small group of 8 to 10 participants. EYLC activities such as life journey and personal vision are followed by small group sharing to allow participants to share their output and listen to the outputs of others.

Presentation/Lecturette Session:	The facilitator or a speaker orally presents new information or shares to the participants in plenary. Creative approaches in presentations or lectures include a TV-talk show format or interview format to keep your participants interested.
Processing Sessions:	
Workshop Sessions:	
Teambuilding Sessions:	
Recap Sessions:	These are especially helpful in re-focusing the participants back to the objectives at hand and to review past learning and insights so they can be connected to the next set of activities. It is recommended that participants be given the task of recapping the learnings of the group for the benefit of everyone. This may be assigned as part of the responsibilities of the lead group. Time for recap session have to be allotted regularly during the duration of the program. A basic example is to hold recap sessions at the beginning to recap the learnings of a previous session and to hold another at the end of the day or session to recap the learnings and insights that have transpired.
Energizers:	Energizers or icebreakers are often used at the beginning of the session to raise the energy of the group or to wake them up. Facilitators may lead the energizers or this may also be delegated to participants. Energizers can take the form of games, stretching exercises, group cheers, clapping techniques, etc.
Prayer Sessions	In seeking to create leaders grounded and guided by their faith, prayer sessions are important

There are three general criteria that you must take into consideration when you are selecting methodologies to use. Keep these three general criteria in mind and consider the advantages and drawbacks of specific training methods.

CRITERIA	
The Learning Objective	Will the method most effectively lead the participants toward the accomplishment of the learning objective?
The Learners	Does the method take into account the group size, experience levels, and other special characteristics of the group?
The Practical Requirements	Is the method feasible given the physical environment, time, materials, and any cost limitations

	you have?
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Most of the activities identified in the program have prescribed methodologies that complement its learning objectives. In some cases, facilitators may make adjustments or select a different methodology as he or she deems appropriate.

The processes outlined in this guidebook have been tested and have proven themselves effective in other youth oriented programs.